

A qualitative investigation of primary school teachers and their experience of illegitimate tasks in selected schools in the Cape Town Metro Central Educational District

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DECLARATION

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ABSTRACT

The quality of basic education in South Africa is in need of interventions aimed at the improvement of the general standard of education offered in many public schools (Spaull, 2013). Research has shown that teachers are important role players that impact this standard (Schleicher, 2011). In consideration of this, an investigation of the work experiences of primary school teachers in selected schools in the Cape Town Metro Central Education District was undertaken. More specifically, the subjectively perceived experience of illegitimate tasks amongst primary school teachers in their daily profession were explored. Furthermore, the influential environmental and/or psychological factors which contributed to the perceptions of illegitimate tasks and how these tasks influenced the emotions, physiological health, and behaviours of teachers in the South African education system, were additionally explored.

The study was guided by a qualitative research approach and was based on the assumptions of the interpretivist (i.e. relativist) research paradigm. This approach was adopted to gain insight into the lived experiences of teachers within their working environments. The study was cross-sectional in nature and qualitative individual semi-structured interviews were conducted with participating primary school teachers (N=10) from selected schools in the Cape Town Metro Central Education District of the Western Cape Education Department. After the transcription of the interviews, thematic analysis was used to interpret, analyse and report the data.

The findings of the study, based on the perceptions and experiences of participating teachers, were distilled into nine major themes: (1) Illegitimate tasks which form part of the workload of teachers; (2) Illegitimate tasks which fall out of the scope of practice for teachers; (3) Environmental factors which contribute to the experience of illegitimate tasks; (4) Psychological factors contributing to the experience of illegitimate tasks; (5) Emotional and/or psychological outcomes of illegitimate tasks; (6) Physical outcomes of illegitimate tasks; (7) Behavioural outcomes of illegitimate tasks; (8) The time-consuming nature of illegitimate tasks; and (9) Mechanisms that buffer the effects of illegitimate tasks.

The findings obtained in this study can potentially be used to inform various interventions that can help to address challenges associated with the experience of illegitimate tasks amongst primary school teachers in the South African context. The recommendations of

the study, which focussed on interventions aimed at the experience of illegitimate tasks, environmental and psychological factors, outcomes, and buffers to illegitimate tasks, were discussed. By addressing the experience of illegitimate tasks, the contributing factors of illegitimate tasks, the negative outcomes of illegitimate tasks and enhancing the mechanisms which could potentially provide buffers against the effects of illegitimate tasks, the work experiences of primary school teachers can be impacted positively. This, in turn, may potentially improve the general standard of education offered in many public schools across the country.

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The aim of this study was to shed light on the work experiences of primary school teachers in the South African context. I therefore dedicate this work to all the teachers in this country. May the words of Christa McAuliffe “*I touch the future. I teach.*” always serve as an inspiration in your profession.

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LIST OF ABBREVIATIONS

ANA	Annual National Assessments
CAPS	Curriculum Assessment Policy Statements
GCR	Global Competitiveness Report
DBE	Department of Basic Education
DESC	Departmental Ethics Screening Committee
DOTT	Duties of the Teacher
IEA	International Association for the Evaluation of Education Achievement
IQMS	Integrated Quality Management System
FET	Further Education and Training
JD-R	Job Demands-Resources
NCS	National Curriculum Statement
NDP	National Development Plan
NSC	National Senior Certificate
PIRLS	Progress in International Reading and Literacy Study
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
SAD	Stress as Disrespect
SID	Stress through Insufficiency
SOS	Stress-as-Offence-to-Self
TIMSS	Trends in International Mathematics and Science Study

CHAPTER 1: BACKGROUND AND SCOPE OF THE STUDY

1.1 Introduction

The modern-day teaching situation has been described as one which requires more work with more students and provides less time, is less expressive, less professional and less satisfying than in the past. This intensification of the teaching profession is characterised by a lack of time, a chronic and persistent workload, the replacement of time spent interacting with students with time meeting administrative demands and the delivery of a packaged curriculum and pedagogy (Easthope & Easthope, 2000). It is therefore important to consider the duties and work experiences of teachers in their daily profession.

Scriven (1994), explains that the duties which teachers have to perform differ from school to school, between different management regimes, at different times and between staff of differing seniority. The numerous duties which teachers have to perform, how significant or insignificant they may seem, should not be regarded as minor, as they require much effort from teachers to execute. It can be argued that some of the numerous duties which teachers have to perform can be perceived as illegitimate tasks.

Illegitimate tasks are described as work tasks that are not considered to be associated with the core tasks of an employee's occupation or professional identity. These tasks have the potential to violate the norms and rules generally associated with the core requirements of a profession. Illegitimate tasks are, however, based on the perceptions of the employees who perform them, hence, a particular work task may be considered legitimate to one employee, but not to another (Björk, Bejerot, Jacobshagen, & Härenstam, 2013).

The primary aim of this study was to investigate the work experiences of primary school teachers in the South African context. More specifically, the study investigated the experience of illegitimate tasks amongst primary school teachers from selected schools in the Cape Town Metro Central Education District.

1.1.1 The quality of basic education in South Africa

Quality education can be defined as "the acquisition of knowledge, skills and values that society deems valuable" (Spaull, 2015, p. 34). These knowledge, skills, and values are

usually articulated in an education system's curriculum. Although it might be difficult to obtain reliable information regarding learners' acquisition of appropriate values at educational institutions, considerable information is available regarding the extent to which learners are acquiring the necessary knowledge and skills (Spaull, 2015). Regrettably, the knowledge and skills acquired by learners in the current educational system of South Africa engenders concern.

The Department of Basic Education (DBE) recently reported that the annual pass rate of Grade 12 students improved from 75,10 percent in 2017 to 78,20 percent in 2018 (Department of Basic Education, 2018, p. 34; 2019, p.2). While this may appear promising at first glance, it is important to consider that 1 185 198 students were enrolled for Grade 1 in 2006 (Department of Basic Education, 2008, p.9). Only 401 435 of these students passed the National Senior Certificate (NSC) examination in 2017 (Department of Basic Education, 2018, p.34). Similarly, 1 171 323 students were enrolled for Grade 1 in 2007 (Department of Basic Education, 2009, p.9). Only 400 761 of these students passed their NSC examination in 2018 (Department of Basic Education, 2019, p.44). These figures indicate that more than 50 percent of students who enrolled for Grade 1 in 2006 and 2007, respectively, failed to pass their Grade 12 NSC qualification in 2017 and 2018.

Apart from the results obtained by the NSC examination, other national assessments have reported similar results. The DBE has introduced several strategies to assess the level of literacy and numeracy of students in the education system. These strategies include the Annual National Assessments (ANA) system. The ANA system, which was implemented in 2012, consists of a standardised national assessment strategy that assesses the literacy and numeracy competency of Grade 1 to 9 students. It is intended to function as a tool to improve the language and mathematical skills of students across the country by 2025 (Department of Basic Education, 2014).

Results obtained through the ANA system has shown that students in the Foundation Phase obtained an average of 60 percent for Home Language and 62 percent for Mathematics, while students in the Intermediate Phase obtained an average of 59 percent for Home Language, 44 percent for First Additional Language and 39 percent for Mathematics. Equally alarming results were reported amongst students in the Senior Phase. These students obtained an average of 48 percent for Home Language, 34

percent for First Additional Language and 11 percent for Mathematics (Department of Basic Education, 2014). These results demonstrate that the academic achievement of students, who remain in the education system, decreases as they progress from one phase to another.

Several cross-national assessments have also directed attention to challenges with the quality of primary and secondary education offered in many public schools across South Africa. The Global Competitiveness Report (GCR) of 2017 to 2018 ranked South Africa 116th in terms of the quality of primary and secondary education and 85th in terms of higher education and training out of 137 countries across the globe. Although South Africa had a high enrolment rate, with primary education at 97.10 percent and secondary education at 98.80 percent in 2018, the GCR revealed that the quality of education is not reflected in these figures. Overall, the quality of the South African education system was ranked in 114th position. In addition, the quality of mathematics and science education in South Africa was ranked in 128th position (World Economic Forum, 2018).

The Progress in International Reading Literacy Study (PIRLS) is a global initiative, which tests the reading literacy levels of Grade 4 and Grade 8 students from 45 participating countries. During the 2006 PIRLS assessment, South Africa achieved the lowest score out of all the participating countries. South Africa opted to take part in the prePIRLS assessments in 2011. The prePIRLS consists of a less advanced assessment, which focusses on the measurement of reading comprehension skills of students who are in the process of learning how to read. The results of the prePIRLS assessment indicated that there are severe inequalities in the reading proficiencies of Grade 4 students in South Africa (Spaull, 2013).

The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) initiative assesses the numeracy and literacy skills of Grade 6 students from 14 participating countries. The SACMEQ results of 2007 revealed that 27 percent of students, who participated in the study, were classified as functionally illiterate and 40 percent of students were deemed as functionally innumerate (Spaull, 2013).

The Trends in International Mathematics and Science Study (TIMSS) assesses the mathematical and scientific knowledge of Grade 8 students across various countries. The International Association for the Evaluation of Education Achievement (IEA), in

collaboration with local educational research organisations, conduct the TIMSS every four years. In 2011 TIMSS tested the mathematical and science abilities of Grade 9 students, since previous rounds of TIMSS indicated that the international test was too difficult for Grade 8 South African students. The results obtained by the TIMSS assessment of 2011 indicate that South African students' performance is the worst of all the middle-income countries that took part in the TIMSS test (Spaull, 2013).

In 2019, R262.4 billion was allocated to basic education in South Africa (Department of National Treasury, 2019). Even though the South African government has increased the allocated education budget in recent years, it still has not seen a return on this investment. During his term in office, former minister of finance, Pravin Gordhan stated, "despite our progress in education, over half of all children in Grade 5 cannot yet read adequately in any language" (Department of National Treasury, 2017, p. 4). Interestingly, Cohen (2017) reported that South Africa allocates a higher proportion of its annual budget toward education compared to leading first world countries, including The United States of America, the United Kingdom and Germany. It can be argued that the South African government experiences a lack of a return on investment regarding basic education in the country. The researcher advocates that emphasis should be placed on the human capital of the education system, specifically its teachers.

1.1.2 Teacher shortages and general work ethics of teachers in South Africa

According to Spaull (2013), South Africa is currently experiencing a shortage of qualified teachers. The Centre for Development and Enterprise indicated that an estimated 30 000 teachers are needed over the next decade to meet the increased student enrolment rate (Simkins, 2015). Although the DBE, in collaboration with the Department of Higher Education and Training, managed to increase the number of teacher graduates from 6 978 in 2009 to 13 708 in 2012, this did not suffice. According to Angie Motshekga, Minister of Basic Education, South Africa is producing 8 000 teachers annually but the demands for teachers in the educational sector are about 20 000 annually (Mbanjwa, 2010).

Teacher shortages can partly be attributed to the high rate of turnover in the teaching profession. A large number of teachers are leaving the teaching profession, despite retention strategies that have been implemented by the DBE (Mampane, 2012). The

Cape Professional Teachers Association estimated that, nationally, approximately 20 000 teachers leave the profession each year. Moshekga stated that 24 750 teachers left the teaching profession between 2005 and 2008 (Mbanjwa, 2010). This holds inevitable consequences for the quality of education.

According to Loeb, Darling-Hammond and Luczak (2005), the high turnover rates amongst public school teachers have led to the appointment of individuals who are underqualified and unskilled to be teachers. Even though underqualified and unskilled individuals are appointed in internship positions, where the focus falls on in-house training and development, these researchers cautioned that it may negatively influence the quality and standards of the education system (Loeb et al., 2005).

In addition to the high rate of turnover in the teaching profession, work ethic and behaviour such as late coming and absenteeism are also widely recognised challenges amongst public school teachers. Absenteeism denotes “a lack of physical presence at a behaviour setting where and when one is expected to be” (Gosselin, Lemyre, & Corneil, 2013, p. 77) or “the failure to report for scheduled work” (Darr & Johns, 2008, p. 294). According to Taylor (2008), the results published by SACMEQ revealed high levels of teacher late coming and absenteeism amongst public school teachers. It showed that many teachers spent a mere 41 percent of their scheduled work time teaching. In addition, Govender (2016) claimed that in 52 percent of schools across the country, teachers often arrive late for work.

Consequently, turnover, late coming, and absenteeism amongst public school teachers could be regarded as symptoms of a lack of motivation, specifically decreased employee engagement. The potential exists that many teachers may choose to withdraw from their work in an attempt to cope with the job demands associated with their working conditions and work experiences. Teachers, whose behaviours manifest in withdrawal behaviours, tardiness and absenteeism, may not be engaged in their work. The researcher, as mentioned previously, advocates that more emphasis should be placed on the human capital of the education system, specifically its teaching force. In particular, attention should be given to the work experiences of teachers within the education system.

1.1.3 Teachers as the human capital of the education system

The Annual Report of 2017, released by the World Bank, which focusses on ending extreme poverty and boosting shared prosperity, makes relevant recommendations regarding the utilisation of human capital. The report describes human capital as “the collective skills of a population” (p. 21). It continues by stating that human capital is a crucial determinant of economic growth and overall poverty reduction within any country. Supporting access for all to quality basic services, such as health care, social services, and education, has the potential to lay a strong foundation for individuals to fulfil their potential and countries to achieve greater economic success. The report further states that recent evidence indicates that human capital accounts for a large share of the income variation between countries globally. It is therefore of top priority for the World Bank to collaborate with various countries regarding efforts aimed at leveraging human capital investments to increase growth and productivity at crucial points throughout an individual’s life (World Bank, 2017).

The NDP has been developed and implemented by the government and published by the National Planning Commission (NPC). It is widely accepted as the sound roadmap towards betterment in South Africa. The report is comprehensive and explicit and proposes ways of improving challenges with underperformance in various sectors within South Africa. A key focus area of the NDP is the South African education system. The improvement of the quality of education and skills development forms part of its priorities (Spaull, 2013).

The NDP directs attention to five themes that are intended to improve the education system, including: management of the education system; competence and capacity of school principals; teacher performance; further education and training (FET); and higher education (Department of Presidency, 2012). Teachers form the bulk of the South African education system’s human capital. The current study, therefore, aimed to address this theme by exploring the work experiences of primary school teachers. This notion ties in with the objectives of the National Development Plan (NDP), specifically referring to the objectives set out for the education system and teacher performance interventions.

The NDP’s teacher performance interventions aim to improve teacher professionalism by enhancing the conditions which amplify professional conduct amongst teachers. The NDP

aims to improve teacher accountability for performance through professional development, peer reviews, improvement of school infrastructure, provision of learner support materials and teacher support systems (Department of Presidency, 2012). Despite the NDP that has been developed and implemented by the government, South Africa still faces considerable challenges with regard to the quality of basic education.

It could be argued that more emphasis needs to be placed on the improvement of teacher professionalism and performance, as stipulated in the NDP. This can potentially be achieved by improving the work experiences, working conditions and work environments of teachers within the education system. The aim of this study was therefore to investigate the work experiences of teachers, specifically the experience, causal factors and outcomes of illegitimate tasks amongst primary school teachers.

1.1.4 Illegitimate tasks and meaningful work amongst public school teachers in South Africa

Björk et al. (2013) explained that tasks are illegitimate when they are in direct violation of employees' work norms. The literature distinguishes between two types of illegitimate tasks, namely: unnecessary tasks, and unreasonable tasks. Unnecessary tasks refer to the lack of legitimacy and meaningfulness of tasks. Unreasonable tasks, on the other hand, refer to tasks that fall outside of the range of employees' occupational roles, or tasks that are at odds with specific aspects of their occupational roles. These tasks threaten employees' professional identities, as they do not correspond with the core functions of their occupation (Semmer et al., 2015).

The overall functions and main responsibilities of teachers are outlined by the DBE in the official framework of job descriptions for teachers. The framework stipulates that the core duties of teachers are, "to teach and educate students according to guidelines provided by the National Curriculum Framework", and "to teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School or Head of Unit" (Department of Education, 2017, p. 1).

In addition, the DBE also stipulates that teachers are responsible for: planning, preparing and delivering lessons to all students within the classroom; working towards a school

development plan; assigning and marking work carried out by students; assessing, reporting and recording on the development of students; promoting the well-being of students, providing guidance and advice to students; ensuring high standards of professional practice and quality of teaching; maintaining good order and discipline amongst students; participating in staff meetings, ensuring the optimum use of learning equipment; registering and monitoring the attendance of students; and, most importantly, nurturing a culture where teachers view themselves as facilitators of learning and as reflective practitioners (Department of Education, 2017).

Scriven (1994) conducted a study that focussed on the duties of the teacher. This author argues that only a few serious attempts have been made to stipulate the long list of duties expected from teachers. Minimal attempts have additionally been made to explain why the classroom process of teaching is only a part of what a teacher is expected to do in practice. Scriven (1994) compiled a list of duties typically performed by teachers on a day-to-day basis. The Duties of the Teacher (DOTT) identifies several elements, sub-elements and detailed requirements which are expected of teachers in their profession. The elements and sub-elements of the DOTT includes:

- 1) Knowledge of subject matter, which entails fields of special competence and across-the-curriculum subjects;
- 2) Instructional competence entailing communication, management, course construction, and course improvement skills;
- 3) Assessment competence, which entails knowledge about student assessment, test construction, administration, grading and scoring practices, recording and reporting on student achievement;
- 4) Professionalism, entailing professional ethics, professional attitude, professional development, service to the profession, knowledge of duties and knowledge of the school and its context;
- 5) Other duties to the school and community entails committee work, meeting attendance, taking attendance, service at school events, counselling at various types, syllabus design, and material selection, contacting parents, running school projects, running school clubs, running school societies, special student reviews, organising school trips and supervising or coaching sports and other recreational activities (Scriven, 1994).

Scriven (1994) explains that the DOTT differs from school to school, between different management regimes in different schools, at different times and between staff of differing seniority. Often schools cannot function well without teachers performing these duties, including those that are not of direct educational significance. Moreover, Scriven advised that schools should not have unlimited license to decide what duties can be allocated to teachers. He further notes that “the question of what a professional can properly be asked to do, and what standards can be used in judging the way they are done, depends heavily on ethical and legal considerations and the alternatives in a particular situation” (p. 30).

It can be argued that some of the abovementioned tasks, included in the DOTT, can threaten teachers’ professional identity. Furthermore, some of these tasks might fall outside of the perceived core duties and responsibilities of teachers, as stipulated by the overall functions and main responsibilities of teachers included in the official framework of job descriptions for teachers. Therefore, some of these tasks might be perceived to be unreasonable or unnecessary by primary school teachers, which can potentially classify them as illegitimate tasks (Semmer et al., 2015).

Maslow (1971) explained that meaningful work is an inclusive state of being, which enables employees to express the meaning and purpose of life through work activities. It gives essence to what employees do and contributes to the fulfilment and purpose of their lives. He proposed that employees, who do not find meaningfulness and purposefulness in their work, are unable to fulfil their professional capacity. Consequently, these employees become alienated from their work. Work alienation refers to, “a disassociation of the self from work” (Wilensky, 1960, as cited by Chalofsky, 2010, p. 19).

The researcher contends that the sense of meaning and purposefulness associated with teaching is likely to be one of the primary sources of motivation amongst many teachers. However, the potential prevalence of illegitimate tasks amongst public school teachers in South Africa might negatively influence the meaningfulness of their work and, in turn, decrease their level of employee engagement. This, in turn, restricts the quality of teaching and learning processes in many public schools.

1.2 The Research Problem

Teacher motivation influences student motivation (Jesus & Lens, 2005). Bullough and Hall-Kenyon (2012) supported this notion by stating that the motivation behind teacher actions shape the nature and quality of the effect that their actions have on students. In line with this, the researcher advocates that teachers signify the foot soldiers of any education system. To improve the general standard of education offered in many public schools across the country, it is important to ensure that primary school teachers in South Africa are engaged in their work. It is, therefore, necessary to determine what the most salient antecedents of variance in employee engagement amongst primary school teachers are.

As mentioned, existing literature has identified countless factors that explain variance in employee engagement amongst teachers. However, this study only focused on the salience of illegitimate tasks experienced amongst primary school teachers in the South African context.

Although meaningful work (e.g. Fouché, Rothmann, & Van der Vyver, 2017; Janik & Rothmann, 2015) and employee engagement (e.g. Bakker & Bal, 2010; Hakanen, Bakker, & Schaufeli, 2006) are widely researched topics amongst teachers, no research studies that have examined teachers' experience of illegitimate tasks in the South African context were identified. In consideration of this, the study explored which illegitimate tasks are experienced by primary school teachers in their daily profession. Furthermore, it explored the influential environmental and/or psychological factors which contribute to their perceptions of illegitimate tasks and how these tasks influence the emotions, physiological health, and behaviours of teachers in the South African education system.

1.3 Research Questions of the Study

The overarching research initiating question of the study was, "Which perceived illegitimate tasks, influential factors and associated outcomes are experienced by primary school teachers in the Cape Town Metro Central Educational District?"

The following specific research questions were derived from the overarching research question:

- a) What are the perceived illegitimate tasks that are experienced by primary school teachers in the current South African education system?
- b) What influential environmental and/or psychological factors contribute to the perceptions of illegitimate tasks amongst primary school teachers in the South African education system?
- c) Which outcomes do the perceived illegitimate tasks have on the emotions, physical health and behaviours of primary school teachers in the South African education system?

1.4 Research Objectives of the Study

The main objective of the study was to explore the perceived illegitimate tasks, influential factors and associated outcomes as experienced by primary school teachers in selected schools of the Cape Town Central Educational District.

More specifically, the objectives of the study were to:

- a) Identify the perceived illegitimate tasks that are experienced by primary school teachers in the current South African education system.
- b) Determine which influential environmental and/or psychological factors contribute to the perceptions of illegitimate tasks amongst primary school teachers in the South African education system.
- c) Explore which outcomes the perceived illegitimate tasks have on the emotions, physical health, and behaviours of primary school teachers in the South African education system.

1.5 Outline of the Study

Chapter 1 outlined a background and introduction to the study, the research problem, research questions and the research objectives. Chapter 2 provides a review of relevant academic literature to conceptualise a concise understanding of illegitimate tasks, meaningful work, and employee engagement. In addition, the relational dynamics between these constructs based on existing research is explored. Chapter 3 offers an overview of the research methodology that was used to achieve the objectives of the study. Moreover, the research design, research approach, sampling process, methods of

data collection and data analysis of the study are deliberated. Chapter 4 provides an overview of the findings of the study. Chapter 5 includes a discussion and conceptualisation of the findings of the study. In addition, the practical implications of the study, the limitations of the study and recommendations for future research and possible interventions are also addressed.

1.6 Summary

Chapter 1 served the purpose of contextualising the current study. In addition, the research questions were outlined. The main objectives of the study were to explore, firstly, which perceived illegitimate tasks are experienced by primary school teachers in the South African educational system. Secondly, to identify which influential environmental and/or psychological factors contribute to the perceptions of illegitimate tasks amongst primary school teachers. Finally, how illegitimate tasks influence the emotions, physical health, and behaviours of primary school teachers in the South African education system.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The aim of Chapter 2 is to provide a review of relevant academic literature to conceptualise a concise understanding of illegitimate tasks, meaningful work and employee engagement. The relational dynamics between these constructs will also be explored.

2.2 The Job Demands-Resources Model

The Job Demands-Resources (JD-R) model integrates two research traditions namely, stress and motivation (Demerouti & Bakker, 2011). This model was initially used to demonstrate the development of job burnout (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). However, the JD-R model has been adapted in several ways since its introduction and can be used as a theoretical framework to examine job burnout and employee engagement (Demerouti & Bakker, 2011).

The JD-R model classifies working conditions into two broad categories, namely: job demands and job resources. Job demands refer to physical, psychological, social or organisational aspects of a job that require sustained psychological and/or physical effort and skills. These demands are associated with certain physiological and psychological costs that require physical, mental and psychological effort from employees (Demerouti & Bakker, 2011). Examples of job demands include high work pressure, irregular working hours, work overload, and role conflict. It is, however, important to mention that job demands may also be positively related to employee engagement. This will be discussed in more detail in the subsequent sections of this chapter.

Job resources, on the other hand, are functional in achieving work goals, reducing job demands, and stimulating learning, development and personal growth. Job resources can be located on an organisational level (e.g. job security and benefits) or an interpersonal and social level (e.g. team climate or social support). In addition, these resources can also be found in a specific job position (e.g. role clarity and decision making) or in a task itself (e.g. task significance, task identity, and autonomy) (Demerouti & Bakker, 2011; Saks & Gruman, 2014).

As shown in Figure 2.1., the JD-R model proposes that the above-mentioned working conditions determine the level of job burnout and employee engagement that employees experience through the health impairment process and the motivational process (Demerouti & Bakker, 2011; Saks & Gruman, 2014). The focus of this study, will be on the health impairment process and the motivational process.

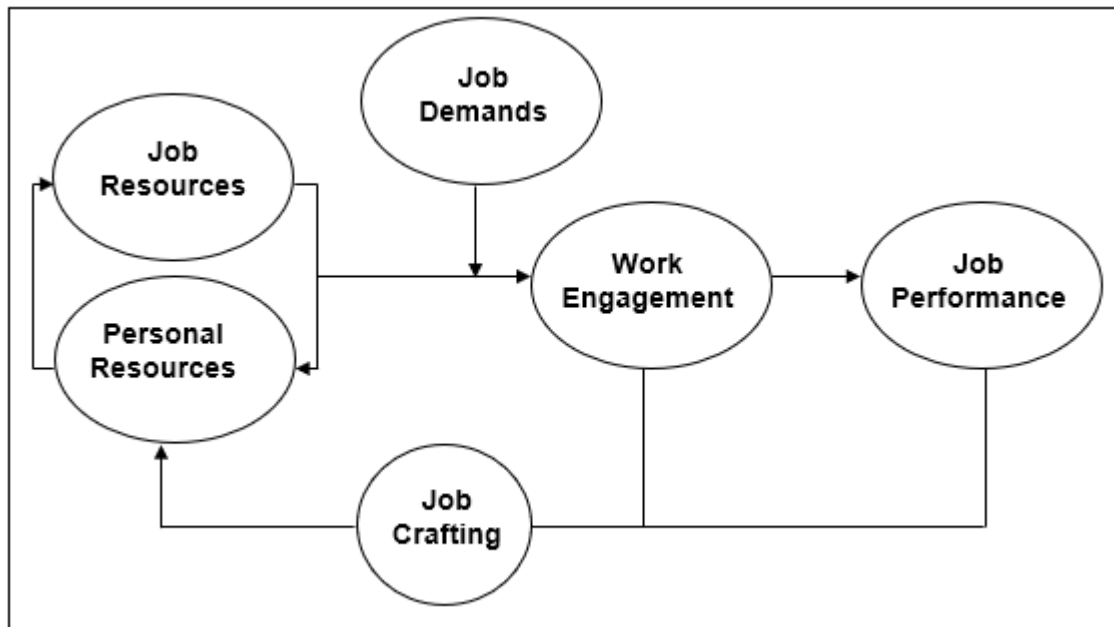


Figure 2.1. The job demands-resources model. Reprinted from “An Evidence-Based Model of Work Engagement,” by A.B. Bakker, 2011, *Current directions in Psychological Science*, 20(4), p. 267. Copyright 2011 by Sage Publications.

Job demands are viewed as activators of the health impairment process. These demands have the potential to become job stressors when they require continuous high levels of effort from employees, without adequate recovery. In these instances, job demands are undesirable constraints that interfere with an employee’s ability to achieve work goals. High job demands, therefore, have the potential to exhaust employees’ physical and mental resources, which may lead to disengagement, health problems, and job burnout. High job demands can thus be classified as a health impairment process (Demerouti & Bakker, 2011; Saks & Gruman, 2014).

Job resources are not only necessary to deal with job demands. These resources are important in their own right. They activate the motivational process which has the potential to increase the level of employee engagement, positive attitudes, and well-being. Job resources have the potential to influence intrinsic motivation, as they foster employee

learning, development, and personal growth. Job resources also have the potential to influence extrinsic motivation, as they are instrumental in achieving work goals. Work goals are achieved through work environments which are abundant in resources and foster a willingness to dedicate efforts and abilities to the work task (Demerouti & Bakker, 2011).

The JD-R model further suggests that job resources particularly influence motivation and employee engagement when job demands are high. In these instances, employees will be more likely to utilise job resources in an attempt to reduce the amount and impact of stress. By implication, the motivational potential of job resources increases when employees are faced with high job demands (Demerouti & Bakker, 2011).

Furthermore, personal resources are described as “aspects of the self that are generally linked to resiliency and refer to individual’s sense of their ability to control and impact their environment successfully” (p. 162). Personal resources, therefore, include individual differences, such as optimism, self-efficacy and work-based self-esteem. It is regarded as malleable and open to change. Personal resources are activated by job resources and are believed to be related to work engagement in that it predicts employee engagement and additionally acts as a mediating variable between job resources and employee engagement (Saks & Gruman, 2014).

The foregoing discussion illustrates that the JD-R model emphasises the interaction between job demands, job resources, and personal resources. The interaction between these working conditions may lead to the development of job burnout (i.e. health impairment process) or employee engagement (i.e. motivational process). Job resources and personal resources, therefore, have the potential to buffer the harmful impact of job demands on employee well-being and contribute to high levels of employee motivation and engagement (Demerouti & Bakker, 2011).

2.3 Employee Engagement

Numerous definitions of employee engagement¹ exist within academic literature. Kahn (1990) introduced the first definition of employee engagement during his study regarding the psychological conditions associated with personal engagement and disengagement

¹ Employee engagement is also referred to as job engagement or work engagement (Saks & Gruman, 2014). The researcher will however only refer to employee engagement in the study.

at work. He defined employee engagement as, “the harnessing of organisational member’s selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (Kahn, 1990, p. 694). It involves the cognitive, physical and emotional aspects that individuals utilise to achieve optimal performance in their work role. To be fully engaged implies that employees are displaying their full selves within the roles performed. In contrast, when employees are disengaged, they disconnect their selves from their work roles (Saks & Gruman, 2014).

Based on Kahn’s (1990) definition of employee engagement numerous additional definitions and meanings have been proposed for employee engagement (Saks & Gruman, 2014). Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002), proposed that employee engagement and job burnout, although viewed as independent states, represent the opposite of one another. These researchers defined employee engagement as, “a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption” (p. 72). Vigour, dedication and absorption form part of the three components of employee engagement. These components are the physical component, the emotional component, and the cognitive component (Geldenhuys, Laba, & Venter, 2014).

Vigour is characterised by high levels of mental resilience and energy whilst working. It refers to employees’ readiness and ability to devote physical effort to their work without becoming easily fatigued, and to remain resolute in times of task difficulty and failure. Dedication is characterised by a strong emotional and psychological involvement and a sense of identification with work. Dedicated employees experience a sense of significance, enthusiasm, passion, pride, and challenge in their work. Absorption refers to the level of concentration, satisfaction and engrossment that employees receive from performing their work. Absorbed employees are completely engrossed in their work to the extent that time seems to pass by rapidly (Geldenhuys et al., 2014; Saks & Gruman, 2014).

It should be mentioned that job burnout, as opposed to employee engagement, is defined as “a progressive loss of idealism, energy, purpose, and concern as a result of conditions of work” (Farber, 1984, p. 325) and “a syndrome of exhaustion, cynicism and reduced

professional efficacy” (p. 498). Firstly, exhaustion encompasses feelings of strain, such as chronic fatigue as a result of overtaxing work demands. Secondly, cynicism refers to a distant or indifferent attitude that an employee holds towards work in general. This indifferent attitude might also be held towards the individuals with whom such an employee works. Additionally, it refers to an employee losing interest in work and a general feeling that work has lost its meaning. Finally, a reduction in professional efficacy consists of reduced feelings of competence, accomplishment and achievement in both an employees’ work and the organisation. Moreover, exhaustion and cynicism primarily constitute the essence and core of job burnout syndrome (Hakanen et al., 2006).

The researcher will define employee engagement in accordance with Schaufeli et al.’s (2002) conceptualisation of the construct. This decision was informed by the fact that it used within the framework of the JD-R model. Based on their conceptualisation of this construct, employee engagement is not focussed on or bound to any particular event, behaviour, individual or object (Schaufeli et al., 2002). It is characterised by a holistic investment of the self which directs its focus on the tasks performed within a particular occupation. Employee engagement will therefore not be viewed as a momentary or specific state, but a persistent and pervasive affective-cognitive state, which constitutes the willingness of primary school teachers to invest all physical, cognitive and emotional resources in their work (Geldenhuys et al., 2014; Saks, & Gruman, 2014).

2.3.1 Sources of employee engagement

An ethnographic study conducted by Kahn (1990) focussed, in part, on interviewing summer camp counsellors regarding their level of employee engagement. He found that the level of engagement experienced by employees was a function of three psychological conditions, namely: psychological meaningfulness, psychological safety, and psychological availability. Firstly, psychological meaningfulness refers to the extent to which employees derive meaning from their work. Employees experience a high level of psychological meaningfulness when they perceive themselves to be useful, valuable and worthwhile. Secondly, psychological safety involves employees’ employability and the degree to which employees have the freedom to express their true selves without the fear of negative consequences impacting on their self-image. Social conditions that are consistent, predictable and non-threatening increase employees’ sense of psychological

safety. Lastly, psychological availability refers to employees' beliefs regarding the availability of physical, emotional and psychological resources needed to perform their work roles. Employees who experience higher levels these physical, emotional and psychological resources in their workplace will likely be more engaged in their work.

Kahn (1990) reported that the above-mentioned psychological states influence the extent to which employees engage themselves in their work roles. In other words, employees who experience higher levels of psychological meaningfulness, psychological safety, and psychological availableness are likely to be more engaged in their work roles (Saks & Gruman, 2014).

Within the parameters of the JD-R model, Demerouti and Bakker (2011), added that job resources are important predictors of employee engagement. They explained that job resources, such as autonomy, coaching, supportive supervisors, feedback and developmental opportunities, predict employee engagement. These job resources tie in with the job characteristics found in the Job Characteristics Model (Hackman & Oldham, 1976). Christian, Garza and Slaughter (2011) also highlighted the relationships between employee engagement, task performance and the context of work. These researchers found that job characteristics (i.e. task variety, task significance, autonomy, job complexity, social support, and feedback) predicted employee engagement.

In addition to the above-mentioned sources of employee engagement, research has also shown that individual differences (i.e. optimism, self-efficacy, organisational-based self-esteem, core self-evaluations, conscientiousness and positive affect) and leadership (i.e. transformational leadership, empowering leadership and leader-member exchange) predict employee engagement (Saks & Gruman, 2014).

2.3.2 Outcomes of employee engagement

Employee engagement has received much attention in academic literature. Extensive research has demonstrated that it has important associations with employee and organisational outcomes (Saks & Gruman, 2014). Chalofsky and Krishna (2009), explained that employees, who experience higher levels of employee engagement, work harder, are more committed and willing to go above and beyond the call of duty. These researchers continue to say that engaged employees hold the perception that their work

positively influences their physical and psychological health. These employees trust their supervisors and are proud to work for their organisations.

Geldenhuys et al. (2014), also showed the association of employee engagement with organisational outcomes. These researchers examined the relationship between employee engagement and organisational commitment. Organisational commitment is defined as, “the willingness of employees to apply higher efforts on behalf of the organisation, a desire to stay with the organisation and acceptance of the goals and values of the organisation” (p. 3). It denotes the level of employees’ identification and involvement in an organisation. Results from the study indicated that employee engagement predicted employees’ involvement in the work role. In other words, employees, who exhibited high levels of employee engagement, were more committed towards their work, as well as their organisations.

In addition to organisational commitment, employee engagement also positively relates to other job attitudes, job performance (i.e. task performance and contextual performance) and organisational citizenship behaviour (Christian et al., 2011, Saks & Gruman, 2014).

2.3.3 The relationship between job demands, job resources and employee engagement

The JD-R model provides a concise explanation with regards to the relationship between job resources, job demands and employee engagement. Personal resources and job resources are positively related to employee engagement, whereas job demands are either positively or negatively related to engagement. Job demands can be categorised into two types, namely: challenging job demands; and hindrance job demands. The type of job demand determines the relationship between employee engagement and job demands (Saks & Gruman, 2014; Schreuder & Coetzee, 2013).

Challenging job demands are demands that have the potential to promote mastery and personal growth. These demands include, for example: problem solving, high levels of job responsibility, and job complexity. Challenging job demands relate positively to employee engagement. Hindrance job demands, on the other hand, are stressful demands that have the potential to thwart personal growth, learning and goal attainment. These demands include, for example, administrative hassles, organisational politics,

emotional conflict, role conflict, resource inadequacies and role overload. Hindrance job demands relate negatively to employee engagement (Saks & Gruman, 2014; Schreuder & Coetzee, 2013).

2.3.3.1 Stress and stress-related disorders in the teaching profession

Extensive research has shown that stress and stress-related disorders are more prevalent in the teaching profession in comparison to other professions (Faupel, Otto, Krug & Kottwitz, 2016). Teachers are often confronted with challenging, as well as hindrance job demands, that influence their level of engagement. It is, however, important to note that the majority of research has highlighted the salience of hindrance job demands.

Milner and Khosa (2008) focussed on different sources of stress experienced by teachers working at four different public schools in South Africa. Sources of stress were measured using the Job Stress Survey. The sources of stress measured included: disagreeable duties, overtime, new and unfamiliar duties, inadequate staff support, dealing with crises, doing tasks not in job description, increased responsibility, not enough staff, frequent changes from boring to most challenging activities, excessive paperwork, insufficient personal time, and covering for other teachers, to name a few. Results of the study indicated that teachers from all four schools experienced occupational stress. It also showed that virtually all the job stressors included in the Job Stress Survey were experienced and perceived as highly stressful by all the teachers included in the sample (Milner & Khosa, 2008).

Peltzer, Shisana, Zuma, Van Wyk and Zungu-Dirwayi (2009), conducted a study that focussed on the relationship between self-reported job stress and job satisfaction amongst 21 307 South African public-school teachers. The study included a section which focussed on the prevalence of stress-related illnesses and risks factors experienced by teachers. Results of the study demonstrated considerably high stress levels (an overall mean of 2.45 in a score range from 1 to 3) amongst the majority of the national representative sample of public-school teachers. Furthermore, results of the study identified several sources of job stress (e.g. time pressures, educational changes, the educational system, administrative duties, professional distress, and pupil misbehaviour). It also found that job stress and the lack of job satisfaction was associated with stress-

related illnesses experienced by teachers (e.g. hypertension, stomach ulcers, heart disease, mental distress, and tobacco and alcohol misuse).

In consideration of the demanding and stressful nature of the teaching profession, the researcher argues that high levels of job resources are required to maintain a high level of employee engagement amongst primary school teachers in South Africa (Demerouti & Bakker, 2011). As mentioned, high levels of job resources are especially important to maintain a high level of employee engagement when job demands are high (Saks & Gruman, 2014). It is therefore important to develop an understanding of the most salient job resources that have the potential to buffer the harmful consequences associated with high job demands in the teaching profession.

2.3.4 Meaningful work: A job resource amongst primary school teachers in South Africa

There are a number of job resources associated with the teaching profession. A study conducted by Hakanen et al. (2006), identified five job resources that affected the well-being, motivation and employee engagement of 2038 Finnish teachers. These resources were: job control, access to information, supervisory support, innovative school climate, and social culture. The results showed that teachers, who drew on the above-mentioned job resources, were more engaged in and committed to their work.

Bakker, Hakanen, Demerouti and Xanthopoulou (2007), highlighted the following job resources amongst 805 Finnish teachers: job control, supervisor support, information, organisational climate, innovativeness, and appreciation. These researchers found that the above-mentioned job resources had the potential to increase employee engagement and commitment amongst teachers. Results of the study also showed that the above-mentioned job resources buffered the negative effects of working conditions that lead to teacher disengagement.

Employees seek purpose and meaning in their lives and work. Meaningful work contributes to effective functioning under conditions that are perceived as stressful, or differently stated, work environments with high levels of hindrance job demands. Employee well-being and motivation is underpinned by the level of meaningfulness attached to the type of work and work tasks that employees are expected to perform. In consideration of this, the researcher argues that meaningful work has the potential to

increase levels of employee engagement and buffer the harmful consequences associated with job demands (Fouché et al., 2017).

2.4 Meaningful Work

Saks and Gruman (2014) explained that individuals experience meaningfulness when they feel useful, valuable and worthwhile and when they have a perception that they are not taken for granted. Meaningfulness in work can be related to the type of work and work tasks that employees are expected to perform. It involves work roles and tasks which are intrinsically motivating to an employee.

According to Fourie and Deacon (2015), meaningful work is conceptualised by determining where the meaning in work stems from, how work becomes meaningful, and the outcomes associated with experiencing meaning in work. These researchers explained that meaningful work is strongly associated with the notion of positive functioning (Fourie & Deacon, 2015). It is a valuable job resource that can be used by employees working under stressful conditions and affects employee well-being, motivation, and engagement (Fouché et al., 2017).

This was confirmed by Chalofsky and Krishna (2009), in a study which focussed on the relationship between meaningfulness at work, engagement and employee commitment. The results showed that commitment, engagement and meaningful work are interrelated. Chalofsky and Krishna (2009), explained that employees, who achieve high levels of productivity and fulfilment, view themselves as inseparable from their work; are intrinsically motivated by meaningful work; and committed to and engaged in their work.

A South African study, focussing on meaningful work, employee engagement and organisational commitment, was conducted by Geldenhuys et al. in 2014. The study found meaningful work to be related to employee engagement and organisational commitment and high levels of psychological meaningfulness, employee engagement and organisational commitment strongly correlated with optimal workplace functioning (Geldenhuys et al., 2014).

2.4.1 Sources of meaningful work

Work in itself is an important source of meaning in an individuals' life as a whole. Meaningfulness in work is based on employees' subjective experiences and the

perception of the level of significance of work (Fouché et al., 2017). Meaning is therefore created through the interpretation of experiences and the overall significance of such experiences (Fourie & Deacon, 2015). According to Frankl (1963), as cited by Fourie and Deacon (2015), each individual derives the meaningfulness that they find in work from different sources. According to Fouché et al. (2017), meaningful work is derived from four factors. These four factors include: a fit between individual and organisational values and mission (i.e. work-role fit); workplace relationships; work beliefs; and the nature of the work (i.e. task design or value of the task).

A Southern African study conducted by Janik and Rothman (2015), focussed on meaningful work and how it contributes to secondary school teachers' intention to exit the teaching profession. They found a positive association between work-role fit and meaningfulness of work in the teaching profession. These authors explained that work-role fit assisted employees in achieving meaningfulness in their lives. They stated that work-role fit and the self-concept of employees are intertwined. Work roles that complement employees' self-concept contribute to an increased experience of meaningfulness for individuals. In addition, these researchers found that poor work-role fit and the inability to find psychological meaningfulness in work directly affected teachers' intention to leave the teaching profession.

Social relationships formed with colleagues and students also affect the level of meaningfulness experienced by teachers (Fouché et al., 2017). A study focussing on meaning in the work of secondary school teachers in South Africa, conducted by Fourie and Deacon (2015), found that 75 percent of participants regarded positive relationships with students as an important factor that contributed to the meaningfulness of their work. Half of the participants indicated that support from and positive relationships with colleagues also contributed to higher levels of meaning in their work. Fouché et al. (2017) confirmed that satisfying and caring relationships with colleagues create a sense of connectedness that leads to higher levels of meaningfulness.

Meaningful work can also be shaped by the beliefs individuals hold concerning the roles or functions of work in life. One such work belief is a sense of calling that individuals possess. Employees, who experience this sense of calling, view work as inseparable from their lives (Fouché et al., 2017). Palmer (1998), as cited by Bullough and Hall-Kenyon

(2012, p. 8), described this sense of calling as, “the voice of the teacher within, the voice that invites me to honour the nature of my true self”. Fouché et al. (2017) explained that when employees have a calling orientation towards their work, they have a deep-rooted perception that the work they do contributes to making the world a better place. Teaching as a calling can, therefore, be perceived as a sense of personal fulfilment in that it makes a contribution to enhance the greater good of society. Calling as a work belief is thus a factor which contributes to higher levels of meaningful work and employee engagement. For the purposes of this study, the importance of task design or value of the task as a source of meaningful work amongst primary school teachers in South Africa was also considered.

2.4.1.1 The importance of task design for meaningful work

The nature of the work is an important contributing factor when considering meaningful work, especially task design or the value of the task (Fouché et al., 2017). Generally speaking, the task of teaching involves the transfer of knowledge, making a positive difference in the lives of students, and creating meaning through work achievement by means of tangible results (i.e. student progress and achievement) (Fourie & Deacon, 2015).

Task design, on a micro-level, refers to specific characteristics of tasks that have the potential to lead to the experience of meaningful work. These characteristics include skill variety, task identity, and task significance. Skill variety refers to the degree to which a job requires a variety of different activities, skills, and talents to perform the work. Task identity refers to the degree to which the job requires the completion of a whole and identifiable piece of work. Task significance refers to the degree to which the job has an impact on the lives and work of other people (Boonzaier, Ficker, & Rust, 2001; Fouché et al., 2017; Hackman & Oldham, 1976).

The above-mentioned job characteristics form part of the Job Characteristics Model, as illustrated in Figure 2.2. The main premise of the model is based on the view that employees exhibit positive personal and occupational outcomes if they experience certain psychological states. These psychological states include employees' perceptions of meaningful work; the level of responsibility experienced by employees regarding the outcomes of their work; and the extent to which employees have knowledge of the results

of their work. These three psychological states are influenced by five specific job characteristics, namely: skill variety, task identity, task variety, autonomy and feedback (Hackman & Oldham, 1976; Boonzaier et al., 2001).

The job characteristics, specifically skill variety, task identity and task significance, have the potential to have a positive effect on primary school teachers' experience of meaningfulness in their work. If the significance of teachers' type of work and work tasks that they are expected to perform are enhanced and a deepened feeling of purposefulness is achieved, they may have an elevated sense of meaning in their work (Fouché et al., 2017).

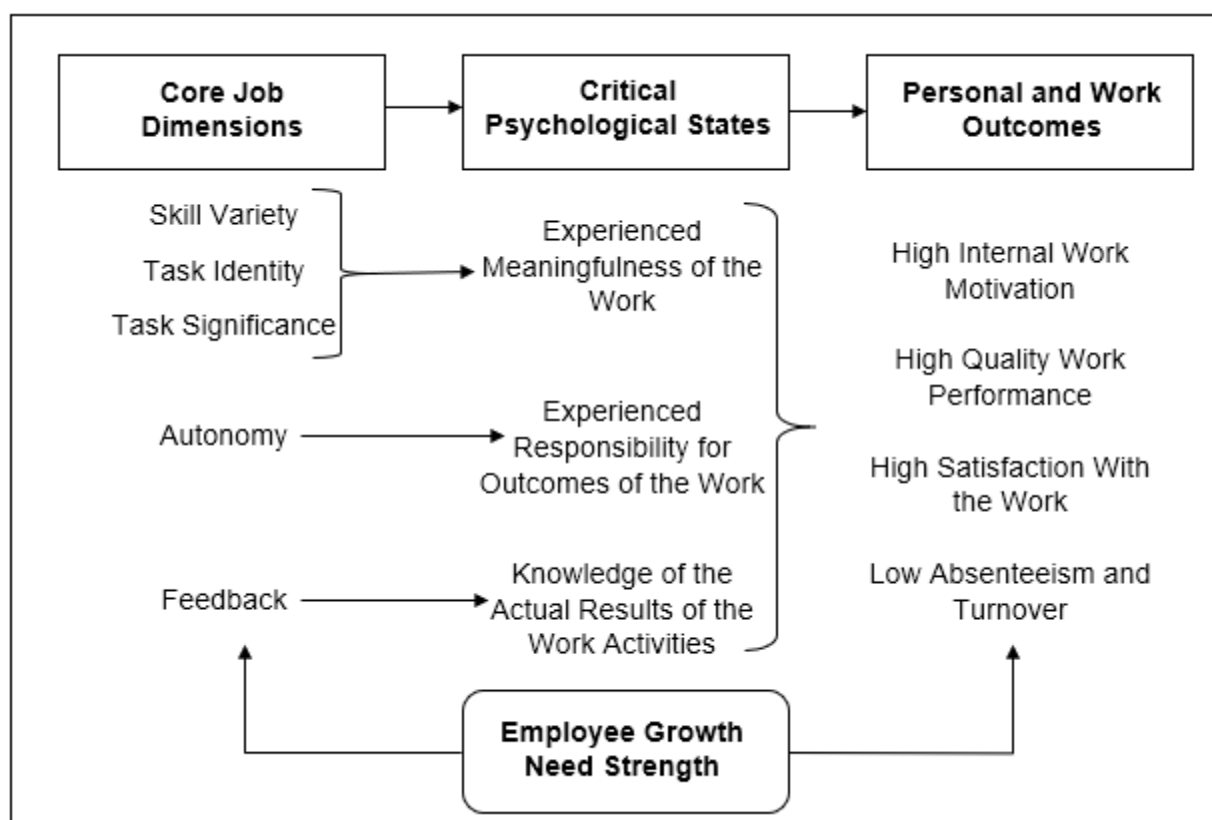


Figure 2.2. The job characteristics model. Reprinted from “Motivation through the Design of Work: Test of a Theory,” by J.R. Hackman and G.R. Oldham, 1976, *Journal of Organisational Behaviour and Human Performance*, 16, p. 256. Copyright 1976 by the Authors.

2.4.2 Outcomes of meaningful work

Meaningful work is associated with several positive individual and organisational outcomes. Janik and Rothmann (2015) explained that meaningful work is regarded as a psychological condition that is essential for work motivation, personal growth, work

commitment and employee engagement. Geldenhuys et al. (2014), added that meaning and meaningfulness in work are likely to constitute the positive aspects of life. Other researchers have also shown strong positive correlations between meaningful work, job enjoyment, interpersonal satisfaction, job performance, organisational commitment and employee engagement (Chalofsky & Krishna, 2009; Fouché et al., 2017; Fourie & Deacon, 2015; Geldenhuys et al., 2014), and strong negative correlations between meaningful work and job burnout (Fouché et al., 2017). Meaningful work, therefore, has the potential to enhance employee engagement amongst primary school teachers.

Illegitimate tasks have received limited research attention, seeing that it is a relatively new construct (Semmer et al., 2015). It was therefore imperative to gain a comprehensive understanding of this construct in the context of the primary school education system in South Africa. Illegitimate tasks could be viewed as a hindrance job demand that has the potential to negatively influence the meaningfulness of work amongst primary school teachers in South Africa.

2.5 Illegitimate Tasks

The concept of illegitimate tasks was originally researched by Jacobshagen in 2006 when she referred to the subjective perceptions of some work tasks by employees as being illegitimate. More specifically, she explained that “task assignments are illegitimate if they violate rules or norms” (Jacobshagen, 2006, p.43). In other words, illegitimate tasks are work tasks that do not form part of the core tasks associated with employees’ occupation or professional identity. These tasks are therefore in direct violation of the rules and norms associated with employees’ core tasks or responsibilities.

In brief, illegitimate tasks describe work tasks that are not subjectively perceived as part of one’s core role and can be regarded as tasks that are annoying to deal with. A distinction is made between unnecessary tasks and unreasonable tasks, with the latter being considered as a stronger type. These unnecessary and unreasonable tasks collectively amount to the concept of illegitimate tasks (Jacobshagen, 2006).

2.5.1 Stress-as-offence-to-self theory

The concept of illegitimate tasks is regarded as an inherent part of the Stress-as-offence-to-self (SOS) theory. SOS theory is based on the premise that an individual’s self-esteem is regarded as a central element in an individual’s daily functioning. Characteristics of a

situation that may cause a threat to the self-esteem of an individual has the potential to provoke stress in such an individual (Jacobshagen, 2006).

The SOS theory consists of two forms of stress conditions, namely Stress through Insufficiency (SIN) and Stress as Disrespect (SAD). Self-esteem refers to and is affected by, self-evaluations and evaluations made by others. Firstly, failure has the potential to influence self-evaluations in that the experience of failure implies an internal attribution that evokes typical emotions such as shame and guilt. Failure, and the stress resulting from it, is referred to as SIN. Secondly, external evaluations made by others are influenced by a lack of respect (e.g. being treated in an arrogant, controlling, or demeaning manner). This lack of respect, and the stress resulting from it, is referred to as SAD (Jacobshagen, 2006).

SAD, as a stress condition of the SOS theory, can be expressed either directly or indirectly. Direct expressions of SAD include disrespectful and inappropriate social conduct towards others, for example attacking people, giving inconsiderate feedback, forms of social conflict and bullying. Indirect expressions of SAD refer to the legitimacy of tasks and is achieved by the assignment of illegitimate tasks. Illegitimate tasks, as mentioned previously, are regarded as tasks which fall outside the core requirements of a work role. It can include tasks which are below or above one's capabilities. It can also refer to the meaning of a task within one's working role (Jacobshagen, 2006).

Job stressors have the potential to increase strain, ill-health and poor well-being. Job strain may occur if these job stressors hamper the attainment of important goals. Goals are especially important if they are strongly related to the self. The SOS theory is based on the premise that maintaining a positive self-image or self-view is a basic human goal. Occupational roles constitute one of the factors that contribute to employees' self-views. Disrespect of employees' occupational roles is perceived as a threat to their occupational identity (Eatough et al., 2016). Illegitimate tasks, therefore, represent a task-level stressor that poses a threat to employees' occupational identities within the framework of the SOS theory (Semmer, Jacobshagen, Meier, & Elfering, 2007).

Illegitimate tasks have the capacity to send self-threatening messages. These tasks impede on individual performance when they create unreachable, unclear or conflicting demands. Failing to reach such performance standards threaten employees' ability to

maintain a positive self-view. Moreover, illegitimate tasks also carry social messages. Work tasks may be perceived as normal in principle, but at the same time contain demeaning social messages under certain circumstances. In these circumstances, illegitimate tasks can send messages of disrespect, which once again poses a threat to employees' self-views (Semmer et al., 2015).

2.5.2 Sources of illegitimate tasks

As mentioned, a distinction is made between the two types of illegitimate tasks, namely: unnecessary tasks, and unreasonable tasks (Semmer et al., 2015).

Unnecessary tasks refer to the lack of legitimacy and meaningfulness of tasks (Semmer et al., 2015). Tasks are classified as unnecessary when they meet one or more of the following criteria: (a) the task should not have to be carried out at all; (b) the task does not make sense; (c) the task can be carried out with less effort if the organisation of work was more sufficient; (d) the task can be carried out with less effort if others made fewer mistakes; (e) and the task reflects supervisor preferences rather than necessities (Jacobshagen, 2006).

Unreasonable tasks, on the other hand, refer to tasks that are in violation of employees' occupational roles. These tasks may lead to a breach of the psychological contract between employees and their employer (Björk et al., 2013).

Tasks are classified as unreasonable when they meet one or more of the following criteria: (a) the task is supposed to be carried out by someone else; (b) it falls outside an employee's defined responsibilities; (c) it places the employee in an awkward position; (d) and the task is perceived to be unfair (Jacobshagen, 2006).

2.5.3 Outcomes of illegitimate tasks

Jacobshagen (2006), suggested that illegitimate tasks may lead to job strain and a deterioration in employee well-being. A study conducted by Semmer et al. (2015), focussing on illegitimate tasks as a source of work stress, found that illegitimate tasks predicted employee well-being and job strain. These researchers demonstrated that illegitimate tasks should be classified as a hindrance job stressor, as opposed to a challenging job stressor. They explained that it does not contain a challenging aspect.

A study conducted by Eatough et al. (2016), found that illegitimate tasks explained variance in employee health and behaviour. They showed that it predicted decreased employee self-esteem and job satisfaction, and increased anger and depressive moods. The results of a study conducted by Apostel, Syrek and Antoni (2018), indicated a significant association between illegitimate tasks and higher turnover intentions. Sonnentag and Lischetzke (2018), found that illegitimate tasks are related to unfavourable employee states (i.e. high negative affect and low self-esteem) at the end of the workday, and detachment from work.

It is important to note that the individual's subjective perception of illegitimate tasks might result in strain, as opposed to the objective evaluation of such tasks. Not all individuals will perceive the experience of illegitimate tasks similarly. Individual and situational characteristics might play an important role in the perception of illegitimate tasks, for example: one individual may feel demeaned by a task while another individual might enjoy performing the same task. Therefore, the individual's perception of his or her own task should be taken into consideration when identifying illegitimate tasks (Jacobshagen, 2006).

2.5.4 Illegitimate tasks: A job demand amongst primary school teachers in South Africa

The foregoing discussion illustrates that illegitimate tasks are task-level stressors in their own right, which can cause job strain over and above other job stressors (Semmer et al., 2015). Illegitimate tasks could therefore signify a hindrance job demand within the parameters of the JD-R model (Demerouti et al. 2001). This is due to the fact that illegitimate tasks require emotional and mental effort that lead to negative affective reactions; emotional exhaustion; job burnout; irritability; and lowered self-esteem. Illegitimate tasks are also related to decreased job satisfaction and negative feelings towards one's occupation (Semmer et al., 2015).

In consideration of the above-mentioned outcomes of illegitimate tasks, if regarded as a hindrance job demand, these tasks may negatively affect employee engagement amongst primary school teachers in South Africa. Illegitimate tasks may also impact the meaningfulness of work amongst primary school teachers.

2.6 Towards an Understanding of Illegitimate Tasks in the Teaching Profession

Academic literature regarding illegitimate tasks is underdeveloped since illegitimate tasks and the outcomes thereof have only recently been empirically examined (Eatough et al., 2016). The current study aimed to conduct an in-depth exploration of illegitimate tasks in an occupation, specifically the teaching profession, in the South African context. The goal was to create a better understanding of illegitimate tasks and the influence it has on employee well-being and behaviour.

Faupel, et al. (2016) conducted a qualitative study that examined the extent to which illegitimate tasks impacted trainee teachers during teacher training programmes. The aim of the research was to gain an understanding of the illegitimate tasks that trainee teachers are expected to perform, and how these tasks defined their roles as professionals. These researchers found that many of the work tasks that trainee teachers had to perform (e.g. supervision; attending seminar lecturers; school development and extra duties) were perceived as illegitimate tasks. The nature of illegitimate tasks, being unreasonable or unnecessary, was influenced by social conditions or the situational context in which these tasks were performed (Faupel et al., 2016).

Faupel, et al.'s (2016) study was, unfortunately, limited to trainee teachers and conducted in a first-world European country. Accordingly, the current study aimed to determine which perceived illegitimate tasks are experienced by teachers in the current primary school system in the South African context. Furthermore, it aimed to determine which environmental and psychological factors contributed to the perceptions of illegitimate tasks amongst teachers and what outcomes these perceived illegitimate tasks had on the emotions, psychical health and behaviours of teachers.

2.7 Summary

Chapter 2 provided a review of relevant academic literature to conceptualise a concise understanding of illegitimate tasks, meaningful work and employee engagement. In addition, it explored the relational dynamics between these constructs based on existing research. The JD-R model was used as a theoretical framework in the study. Within the parameters of this model, illegitimate tasks are regarded as a hindrance job demand, which has the potential to impact the level of employee engagement and meaningful work

of employees. Chapter 3 will offer an overview of the research methodology used to achieve the objectives of the study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 will offer an overview of the research methodology that was used to achieve the objectives of the study. The research approach, research questions and research design that the researcher used in the study will be clarified. Moreover, the sampling process and methods of data collection and analysis that were used in the study will be deliberated.

3.2 Research Approach of the Study

There are two distinct research approaches, namely: qualitative research, and quantitative research. These approaches are based on different methodologies (Bless, Higson-Smith, & Sithole, 2013). Maxwell (2013) pointed out that, “qualitative and quantitative research methods are not simply different ways of doing the same thing” (p. 29). He explained that the above-mentioned research approaches have different strengths and logics. Moreover, these approaches are used to answer different research questions and achieve different research objectives (Maxwell, 2013).

According to Maxwell (2013), qualitative and quantitative researchers ask different kinds of causal questions. The type of causal questions asked by researchers are differentiated based on the following principles: quantitative researchers are interested in whether, and to what extent, variance in *x* causes variance in *y*, while qualitative researchers are interested in how *x* plays a role in causing *y*, as well as the processes that connects *x* and *y*.

Qualitative research, therefore, involves the process of meaning making. Language and actions are the primary instruments through which meanings are mediated (Dey, 1993). In other words, qualitative researchers rely on words and descriptions to make recordings of phenomena (Bless et al., 2013). These researchers view the world in terms of people, events and situations, and emphasise the processes that connect these aspects of the world. Qualitative explanations are, therefore, based on an analysis of how specific people, events and situations influence one another (Maxwell, 2013). According to Maxwell (2013), the strength of qualitative research is derived from its process orientation towards the world. Within this process orientation, an inductive approach is followed

whereby emphasis is placed on words and descriptions, rather than numerical information.

Maxwell (2013, p. 30), highlighted five intellectual goals associated with qualitative research, namely:

- (a) understanding the meaning, for participants in the study, or the events, situations, experiences, and actions they are involved with or engage in; (b) understanding the context within which the participants act, and the influence that this context has on their actions; (c) understanding the process by which events and actions take place; (d) identifying unanticipated phenomena and influences; and (e) developing causal explanations.

In consideration of these intellectual goals, the researcher adopted the qualitative research approach in the study. She proposed that the findings obtained from the study promises to lay the foundation for further quantitative exploration, but an in-depth understanding is first required of the construct of illegitimate tasks within the educational sector.

3.3 Research Questions of the Study

As mentioned in Chapter 1, the overarching research initiating question of the study was, “Which perceived illegitimate tasks, influential factors and associated outcomes are experienced by primary school teachers in the Cape Town Metro Central Educational District?”

The following specific research questions were derived from the overarching research question:

- a) What are the perceived illegitimate tasks that are experienced by primary school teachers in the current South African education system?
- b) What influential environmental and/or psychological factors contribute to the perceptions of illegitimate tasks amongst primary school teachers in the South African education system?
- c) Which outcomes do the perceived illegitimate tasks have on the emotions, physical health and behaviours of primary school teachers in the South African education system?

3.4 Research Paradigm of the Study: Ontology and Epistemology

Knowledge and the ways of discovering knowledge is a subjective process. A research paradigm denotes a set of assumptions regarding shared understandings of reality. It consists of the following components: ontology, epistemology, methodology and research methods. Different research paradigms are based upon inherently differing ontological and epistemological assumptions (Scotland, 2012).

Ontology is concerned with the constitution of reality. It requires researchers to take a stance on their perception of how things really work and how things really are. Epistemology, on the other hand, focusses on the nature and different forms of knowledge. It is concerned with how knowledge is created, acquired and communicated. Different research paradigms have different assumptions of reality and knowledge, which is underpinned in research approaches. Methodology is the strategy implemented in a study, which focusses on why, what, from where, when and how data is collected and analysed. Research methods involve the specific techniques and procedures used to collect and analyse data. Research methods can be traced, through epistemology and methodology, back to an ontological position (Scotland, 2012).

Three primary research paradigms are mentioned throughout literature. These paradigms are: the scientific paradigm, the critical paradigm, and the interpretivist paradigm. The scientific paradigm draws on of the epistemology of positivism and post-positivism. The ontological position of positivism is realism. Realism is based on the assumption that objects exists independently of the knower. In other words, a discoverable reality exists independently of researchers. Post-positivism has a similar ontological position as positivism, but believes that the truth, which is produced by the scientific paradigm, is based on beliefs about the truth regarding the specific tested hypothesis. Positivism and post-positivism are directed at understanding relationships and causal relationships between constructs and attempts to reduce the complex to the simple by simplifying and controlling variables (Scotland, 2012).

The ontological position held by the interpretivist paradigm is relativism. Relativism is based on the view that reality is subjective. Reality therefore differs from one individual to another. Reality comes forth when individuals' consciousness engages with objects or events that are already rich with meaning. Due to reality being individually constructed,

realities are as vast as the individuals who hold these realities. Interpretive epistemology views knowledge as being subjectively constructed by individuals based on their experiences of real-world phenomena (Scotland, 2012). The interpretivist paradigm adheres to the abovementioned relativist position in that it assumes multiple, comprehensible and equally valid realities. It holds the view that reality is constructed in the mind of the individual, as opposed to being an externally singular entity (Ponterotto, 2005).

The researcher drew on the ontological and epistemological assumptions held by the interpretivist research paradigm in the study. Scotland (2012), explains that by using the interpretivist research paradigm, constructs are explored and understood by means of interaction between the researcher and the research participants. Individual experiences are not viewed as simplistic interpretations, but rather as a tool used to understand and uncover a particular phenomenon. Ponterotto (2005), confirms this notion by emphasising the centrality of the interaction between the investigator and the research participant as a main characteristic of the interpretivist paradigm. He states that a deeper meaning of phenomena is created through interaction. This interaction takes place when the researcher and his or her research participants jointly create (i.e. co-construct) findings from their interactive dialogue and interpretation.

The researcher and research participants of the study, through direct interaction during the interview process, explored and attempted to create meaning of the construct, illegitimate tasks, experienced by participants in their work environment. Interaction took place through interactive dialogue and interpretation of work experiences during the interview process. This interaction allowed for the exploration of illegitimate tasks which, as mentioned previously, is based on the individual's subjective perception thereof. It was therefore important to gain an insight into the individual participant's perceptions of their work tasks, through interactive dialogue, in order to identify the experienced illegitimate tasks (Jacobshagen, 2006).

3.5 Research Design of the Study

A research design is instrumental in determining the nature of the relationship between variables. It involves the methods and procedures used to collect and analyse data and is viewed as the backbone of research. Bless et al. (2013), explained that a research

design has a direct impact on the quality of any research study, as it influences the validity and credibility of inferences derived based on the results obtained.

Numerous research designs are mentioned throughout literature, ranging from the exploratory research design to the confirmatory research design. The researcher adopted an exploratory research design in the study. Exploratory research is typically used when limited information, or knowledge, exists regarding phenomena. The purpose of exploratory research is to gain a broad understanding of a particular phenomenon. It is used to determine the breath and scope of a particular phenomenon, and generate initial research questions (Bless et al., 2013).

Illegitimate tasks is a relatively new construct in the field of industrial and organisational psychology (Semmer et al., 2015). It is therefore to be expected that limited research has been conducted about this contemporary job stressor, especially within the educational context in South Africa. The study therefore aimed to explore and develop a comprehensive understanding of this construct amongst primary school teachers in South Africa by means of an exploratory research design, specifically a cross-sectional qualitative design.

3.5.1 Cross-sectional qualitative design

A cross-sectional design is defined as:

a design which entails the collection of data on a sample of cases at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of association (Bryman, 2016, p. 53).

As illustrated in the definition, a cross-sectional research design consists of four elements, including: a sample of cases; a single point in time; quantifiable data; and patterns of association. Firstly, a sample of cases refers to the researcher's interest in variation. Variation can be regarded in terms of people, experiences, organisations, etc. Key to this element of a cross-sectional research design is that variation can only be established when more than one case is being studied. Secondly, the use of a single point in time is based on the premise that data on the variables of interest are collected in the same timeframe, or simultaneously. Thirdly, quantifiable data is used to establish variation between cases. Finally, the element regarding patterns of association only allows

researchers to examine relationships between variables. Due to the collection of data at a single point in time, no time-ordering to the variables takes place and the researcher does not manipulate any variables. Relationships between variables cannot be implied as causal, but statements about such relationships existing can be made (Bryman, 2016).

Cross-sectional research design is regarded as a “very popular model of qualitative research” (Bryman, 2016, p. 56). Although the abovementioned definition of a cross-sectional research design has been placed firmly in the context of quantitative research, it is possible to conduct qualitative research by means of a cross-sectional design. This design method can be used within the sphere of qualitative research to elucidate, for example, the experience of a particular phenomenon. Although cross-sectional quantitative designs bear many similarities to cross-sectional qualitative designs, the difference lies in the method of using semi-structured interviews, for qualitative research as a data collection tool, applied to research participants at a single point in time (Bryman, 2016).

The main purpose of the study was to investigate which illegitimate tasks are experienced by primary school teachers in the South African context, to generate an understanding of such illegitimate tasks experienced and to explore the outcomes thereof. This was achieved by conducting semi-structured interviews with selected participants from different schools (i.e. fee and no-fee) in the Metro Central Education District (i.e. sample of cases) at a single point in time (e.g. during the course of three weeks). With the use of thematic analysis, the data was analysed in order to detect patterns of association and generate themes (Braun & Clarke, 2006). Therefore, the study was based on the cross-sectional qualitative research design (Bryman, 2016).

3.6 Procedure for Data Collection in the Study

A five-step procedure was followed by the researcher to conduct data collection in the study. Firstly, the researcher applied for ethical clearance from the Departmental Ethics Screening Committee (DESC) at Stellenbosch University, before the commencement of the study. Approval to conduct research from the Western Cape Department of Education (WCED) was requested concurrently with the ethical clearance application of the study. After the initial ethical clearance from DESC and approval to conduct research from the WCED (Appendix A), the researcher, thirdly, obtained institutional permission from

principals of selected public schools in the selected Cape Town Metro Central Education District. After submission of the relevant institutional permission forms and final clearance from DESC and the Research Ethics Committee (REC) of Stellenbosch University (Appendix B), the researcher approached and invited teachers, who met the selection criteria, to voluntarily participate in the study. Teachers, who were willing to participate in the study, were asked to complete a written informed consent form. Lastly, the researcher scheduled and conducted semi-structured interviews with participants.

3.7 Sampling in the Study

According to Bless et al. (2013, p. 161), research sampling is “a technical accounting device used to rationalise the collection of information and to choose an appropriate way in which to restrict the set of objectives, persons or events from which the actual information will be drawn”. To collect information about a group of people or objects, researchers may decide to examine every single member or element of a group (i.e. the target population). Alternatively, they may assess only a representative portion of a group. This group is referred to as a sample (Bless et al., 2013).

Quantitative research aims to test hypotheses amongst a representative sample in order to generalise results to the entire target population. This research approach is deductive. Qualitative research, on the other hand, aims to acquire a deeper insight into a particular phenomenon. This research approach is inductive and holistic. It acknowledges that a particular phenomenon may be specific, unique and perceived in different ways by different units of the target population and results can, therefore, not be generalised (Bless et al., 2013).

3.7.1 Sampling design

A distinction is generally made between two types of sampling designs, namely: probability sampling, and non-probability sampling. Probability sampling occurs when the probability of including each member, or element, of the target population in the sample can be determined. This enables researchers to estimate the accuracy of generalisations made based on the results obtained amongst the sample to the target population. Non-probability sampling, on the other hand, occurs when the probability of including each member or element of the target population in the sample cannot be determined. This typically occurs when the target population is homogeneous, as it does not allow

researchers to determine the extent to which the sample is representative of the target population (Bless et al., 2013).

The current study made use of non-probability sampling, specifically convenience sampling. Data was collected amongst primary school teachers, who are currently employed at five participating public schools located in the Cape Town Metro Central Education District of the Western Cape Educational Department. The researcher acknowledges that there are disadvantages associated with non-probability sampling, including convenience sampling. For example, non-probability sampling may negatively influence the representativeness of the sample and, in turn, the accuracy of generalisations made based on the results obtained amongst the sample to the target population (Bless et al., 2013). To minimise the disadvantages associated with the non-probability sampling method used in the study, the recruitment of participants was based on specific selection criteria.

Firstly, participants had to be employed in a full-time capacity as public school teachers. Secondly, participants were asked to reflect on their perceived work experiences during the interviews. In consideration of this, participants had to have worked as a public-school teacher for at least two years prior to their participation in the study. Thirdly, participants had to be employed as primary school teachers. Goulding (2005), explains that the process of enquiry possesses only one legitimate source of data. This legitimate source of data is restricted to the views and experiences of the research participants, which is taken as 'fact' during the process of enquiry. It is therefore of key importance that the research participants have lived the experience under study. Sampling was, therefore, prescriptive and purposive from the start.

Even though the researcher recognises the importance of all teachers in South Africa (i.e. primary school teachers, and secondary school teachers), she contends that primary school teachers lay the foundation for subsequent teaching and learning. The study therefore only focussed on the work experiences of primary school teachers. The researcher is confident that the above-mentioned selection criteria helped to ensure the representativeness of the sample.

3.7.2 Sample size

In quantitative research the size of the sample determines its representativeness. Large samples are considered to be more representative of the target population. Consequently, quantitative researchers aim to include the maximum number of participants in a sample, as large samples increase the statistical power of research studies. This, in turn, increases the accuracy of generalisations made, based on the results obtained from the sample, to the target population (Bless et al., 2013).

Qualitative researchers, on the other hand, focus on the representativeness of concepts, rather than on the number of participants. These researchers intend to build a theoretical explanation of a particular phenomenon. This is achieved by examining the conditions which give rise to a phenomenon, and how it is expressed through actions and the consequences associated with variations within such a phenomenon (Corbin & Strauss, 1990). The study, therefore, drew on the viewpoint of qualitative researchers in that it attempted to investigate the conditions which give rise to illegitimate tasks amongst primary school teachers, the factors which contribute to the perceptions of illegitimate tasks and the outcomes, or consequences, of such tasks.

3.7.2.1 The sample

The study consisted of a sample of ten primary school educators (N=10), currently teaching in the Cape Town Metro Central Education District. Five primary schools (i.e. fee and no-fee), located in the Metro Central Education District of the WCED, were invited to participate in the study. Ten participants were subsequently recruited from the five participating schools. Participants from the selected schools were invited to voluntarily participate in the study by the researcher. Semi-structured interviews were scheduled and conducted at a time and date convenient to participants.

Both male and female participants were recruited. The ages of the participants ranged from 25 to 55 years of age. Participant tenure in the educational sector ranged from 3 to 30 years. Grades taught by participants ranged from Grade 1 to Grade 7 and subjects taught by participants included English First Language, Afrikaans Second Language, Life Skills, Art, Natural Sciences, Technology, Geography, History, Economic Sciences and Physical Education.

3.7.2.2 Data saturation

Data saturation refers to the point where researchers conclude that collecting more data by increasing the sample size will not yield any more information to the study (Bless et al., 2013). Fusch and Ness (2015) confirms this notion by explaining that data saturation is reached when the ability to obtain new information has been reached and further coding is no longer possible. These authors advise that a researcher should not assume data saturation on the grounds of exhausted resources. Data saturation does not concern the number of data collected, but rather emphasises the depth of data collected. In essence, neither a large sample size, nor a small sample size, can guarantee data saturation. When a researcher has reached the point of no new data and no new theme generation, it could be said that such a researcher has reached data saturation. Interviews are viewed as a sound method for reaching data saturation. Interview questions should be structured in a way that allows for multiple participants to be asked the same questions.

The researcher is confident that data saturation was reached. A confirmation that data saturation did take place during the study was evident during the data analysis phase of the study, where the depth of the data became evident to the researcher. The data which was gathered for the study was of such a nature that it, firstly, allowed for all the objectives of the study to be reached, secondly, allowed for the generation of various themes, sub-themes and codes, and thirdly, allowed for a conceptualisation of the findings into theory. The researcher is confident that the perceptions and experiences of additional research participants would not have contributed any new information or themes which could have been instrumental in reaching the objectives of the study.

3.8 Instruments for Data Collection in the Study

The researcher used semi-structured interviews as the primary method of data collection in the study. The semi-structured interviews were conducted with the use of an interview guide, specifically designed for the purpose of this study.

3.8.1 Semi-structured interviews

Interviewing is frequently used as the primary data collection strategy for qualitative research. Probing questions may be used during interviews to encourage participants to elaborate on details of experiences. Semi-structured interviews are used when researchers have specific goals and the topics relating to their research studies are fixed.

The process of semi-structured interviews starts with researchers planning a list of topics to be discussed prior to the interview (i.e. interview guide) (Starks & Brown Trinidad, 2007).

Semi-structured interviews allow researchers to formulate additional questions, as judged appropriate, during interviews. These interviews are especially useful in exploratory research. The richness of data gathered during such interviews help to clarify concepts and problems. Bless et al. (2013) proposed that the richness of data captured using this method of data collection cannot be equalled using surveys or questionnaires.

The method of data collection for the study consisted of semi-structured interviews. The use of semi-structured interviews tied in with the cross-sectional qualitative research design of the study, seeing that semi-structured interviews were used to collect data on a sample of cases at a single point in time (Bryman, 2015). The sample of ten educators were interviewed at a time and location convenient to them. The locations of the interviews were private in nature, for example, empty classrooms, staffrooms or offices. After obtaining participant consent, interviews were recorded by the researcher on her mobile phone. Interview recordings were transferred to a password protected computer after the interviews.

The purpose of the semi-structured interviews was to gather information relating to the research initiating question and specific research objectives of the study. The questions asked during this process aimed to illicit the necessary information. A strong emphasis was placed on teachers' perceptions and experiences relating to illegitimate tasks in their teaching profession during each interview.

3.8.2 Interview guide

The format of the interview guide was based on the specific needs of the study. The interview questions were based on a review of relevant academic literature and the specific research objectives.

The interviews commenced with the gathering of selected biographical information of each participant, which was used to define the sample. Secondly, participants were asked to express their views in terms of the most important duties of a teacher. Thirdly, a task analysis, which aimed to explore the tasks which participants perform as part of their teaching duties, were explored. Participants were provided with a table which contained

certain work tasks and areas of duties within a school. Participants were asked to list the work tasks which they perform on a daily, weekly or monthly basis. Fourthly, the potential illegitimate tasks experienced by participants were explored. Fifthly, participants were asked to identify and describe, in detail, the influential environmental and/or psychological factors which contributed to their subjective perceptions of illegitimate tasks. Finally, participants were asked to identify, explore and describe, in detail, the emotional and/or behavioural outcomes that perceived illegitimate tasks had on them.

It is important to mention that the terms “illegitimate”, “unreasonable” and “unnecessary” were, as far as possible, not mentioned during the semi-structured interviews with participants. This was done in order to avoid any threats to the self-esteem of the participants. An interview guide was developed specifically for the study and was used to guide the semi-structured interview process with all the participants (Appendix C).

3.9 Data Analysis in the Study

Walker and Myrick (2006) explained that “Qualitative data analysis seeks to organise and reduce the data gathered into themes or essences, which, in turn, can be fed into descriptions, models or theories” (p.549). Researchers conducting data analysis within qualitative research engage with the analysis as a witness to the accounts recorded in the data. Researchers are therefore the instrument used to perform data analysis. By implication, the analysis of qualitative data is inherently subjective.

In consideration of this, Starks and Brown Trinidad (2007), advised that researchers must be aware of their own perspectives, pre-existing thoughts and beliefs when conducting data analysis. The researcher acknowledges this notion and advocates that data analysis was conducted in strict accordance to the guidelines prescribed for thematic data analysis. Supervisor and peer revisions were conducted during the code generation and theme generation stages of data analysis for the study in an attempt to provide an objective representation of the data.

3.9.1 Thematic analysis

Thematic analysis is a method used to identify, analyse and report patterns (i.e. themes) within data. This method is often described as “a poorly demarcated and rarely acknowledged, yet widely used qualitative analytic method” (p. 77). Thematic analysis provides a researcher with core skills to conducting qualitative data analysis.

Furthermore, it provides a flexible and useful research tool which can potentially provide a rich and detailed, yet complex, account of research data (Braun & Clarke, 2006).

Thematic analysis allows the researcher to minimally organize and describe a data set in rich detail and additionally allows for the interpretation of various aspects of the research topic. Furthermore, it provides clarity regarding the process of the data analysis method, which is vital for qualitative research. It also allows the researcher to play an active role in the process of data analysis, in that the researcher actively identifies, generates and selects themes which are of interest for the research study (Braun & Clarke, 2006).

A central feature in thematic analysis is the generation of themes. A theme captures important elements of the data in relation to the research question. It represents a level of patterned response (i.e. meaning) within the data set. Themes are therefore used within thematic analysis to “capture something important in relation to the overall research question” (p. 82). Part of the flexibility associated with the thematic analysis method lies in the fact that it allows the researcher to determine themes from the data in a number of ways (Braun & Clarke, 2006).

Thematic analysis provides the researcher with the opportunity to provide an accurate reflection of the content of an entire data set or, alternatively, with a more detailed account of a particular theme (or groups of themes) within the data. Furthermore, it provides for inductive or theoretical thematic analysis. The inductive approach is used when identified themes are strongly linked to the data. This process is data-driven and is executed by coding the data without trying to fit the data into a predetermined coding frame. A specific research question can even evolve through the coding process of the inductive thematic approach. In contrast, theoretical thematic analysis is driven by the researcher’s theoretical interests in the area of study. This process is analyst-driven through the researcher’s interests in the specific research area or topic. It provides a detailed analysis of some aspect of the data. Coding from a theoretical thematic analysis perspective is based on a specific research question or questions (Braun & Clarke, 2006).

It should be noted that the data analysis process in qualitative research can be divided into two camps. Firstly, some analytical methods stem from, and are tied to, a particular theoretical and/or epistemological position. These positions provide relatively limited variability in which analytical methods can be applied. In the second camp, we find

methods which are essentially independent of theory and epistemological positions. Thematic analysis is an example of a method which can be used in the second camp of qualitative data analysis. It can be applied across a range of theoretical and epistemological approaches (Braun & Clarke, 2006). Thematic analysis was, therefore, suitable as a data analysis method for the current study, which is based on the ontological and epistemological assumptions held by the interpretivist (i.e. relativism) research paradigm in conjunction with the ideologies underpinned by cross-sectional research design.

Furthermore, the study drew on both the theoretical and inductive thematic analysis approaches. Firstly, the theoretical thematic analysis approach was used to generate a detailed analysis of the three research objectives, which were based on the specific research questions and deeply rooted in pre-existing theory. Secondly, the inductive thematic analysis approach was used to generate additional codes and themes which emerged from the data. These additional codes and themes did not initially form part of the existing research objectives or questions but emerged from the data and were therefore primarily data driven.

3.9.1.1 Thematic analysis process

Thematic analysis involves searching, across a data set, to find repeated patterns of meaning. The process starts when the researcher starts to look for and notices patterns of meaning (i.e. issues of potential interest) in the data set. This search and identification of meaning can start as soon as the data collection phase during a research study. It is important to note that the thematic analysis process involves: “a constant moving back and forward between the entire data set, the coded extracts of data that you (*the researcher*) are analysing, and the analysis of the data that you (*the researcher*) are producing” (Braun & Clarke, 2006, p. 86).

The thematic analysis process consists of six phases, including: 1) familiarisation of the data; 2) generating codes; 3) generating themes; 4) reviewing themes; 5) defining and naming themes; and 6) producing the report (Braun & Clarke, 2006).

During the first phase of the process, it is important that the researcher is immersed in the data to the extent that he/she is familiar with the depth and breadth of the content of the data. Immersion in the data is achieved by repeated reading of the data in an active

way which allows for the searching of meanings and patterns. It is important to note that the transcription of data (from verbal interview information to written interview reports) is considered to be “a key phase of data analysis within interpretative qualitative methodology” (Braun & Clarke, 2006, p. 87).

Keeping in mind the trustworthiness of the data, the researcher conducted the transcription of the verbal interview information based on the transcription requirements and guidelines as prescribed by Braun and Clarke (2013), during this phase of data analysis. The transcription of the data was therefore conducted by the researcher herself. Voice recordings of interviews were audio-played using VLC Media Player and transcribed to MS Word documents (Appendix D). Transcription of the data assisted the researcher in the initial stages of becoming familiar with the content and depth of the data. A pseudonym was allocated to each participant during each interview, in order to ensure the confidentiality of participants’ identities.

Phase two allows the researcher to produce initial codes from the data (i.e. organising the data into meaningful groups). The generation of these initial codes comes forth from elements in the data which are interesting and noteworthy. The generation of codes are dependent on whether the themes are data-driven or theory-driven. In essence, codes refer to “the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon” (Braun & Clarke, 2006, p. 88).

The initial coding of the transcribed documents was conducted by the researcher. The interview transcripts were initially coded by means of colour-coding on hard-copies of each interview report. The first coding process was theory driven, as it related to the research questions and objectives. The second coding process was inductive in nature, as it was data driven. An initial coding-table (Appendix E), was drawn up to categorise relevant raw data into codes. These coding tables were reduced to clusters of data (Appendix F). Supervisor and peer revision of the initial coding-tables and clusters were conducted.

The third phase of the thematic process is concerned with the generation of themes. It therefore refocuses the process of analysis to the broader level of theme generation. This is done by sorting the previously identified codes into potential themes. The relevant coded data extracts are therefore collated within identified themes. During this process it

is important that the researcher considers the relationships between different codes, between different themes and between different levels of themes. This phase additionally allows for the formulation of sub-themes (Braun & Clarke, 2006).

Theme generation for the study was conducted by the researcher. This was done by means of a deduction of the abovementioned identified codes and clusters of data into potential themes. The first set of themes were derived from the codes and clusters of data as formulated by the theoretical approach, hence based on the research questions and objectives (e.g. illegitimate tasks experienced). The second set of themes were derived from the codes formulated by the inductive approach and were data-driven (e.g. the element of time). These initial possible themes and their accompanying sub-themes were summarised into a preliminary thematic table (Appendix G).

During the fourth phase, previously generated themes are reviewed by the researcher. One crucial criterion for themes is that they should have internal homogeneity and external heterogeneity. This means that data found within themes should be coherent, whilst clear and identifiable distinctions should be present between different themes. The refinement process of phase four produces a thematic map, which should provide an accurate representation of the meanings evident in the data set as a whole, based on the generated and refined themes (Braun & Clarke, 2006).

After careful consideration of the initial generated themes, the researcher attempted to ensure that the final themes and their accompanying sub-themes be as internally homogenous and externally heterogeneous as possible. The researcher created an initial thematic map as a rough sketch in order to illustrate the data set as a whole. This thematic map was refined into a conceptual map (Figure 5.1), which consisted of a collaboration of the findings and theory, as provided in Chapter 5.

The fifth phase of the process requires the defining and naming of themes. This entails establishing the essence of what each theme is about and what aspect of the data is captured by each theme. Each theme should therefore have a written detailed analysis which includes this information. The final phase of producing the research report should provide sufficient evidence of the themes within the data and assist the researcher in making a compelling argument in relation to the research question of the study (Braun & Clarke, 2006).

The final naming and defining of themes were generated during the write-up phase of the study by the researcher, as illustrated in Chapter 4. The research attempted to provide a “concise, coherent, logical, non-repetitive and interesting account of the story the data tell” (p.96), as prescribed by Braun and Clarke (2006). This process included the final naming of themes, organising the selected themes and sub-themes into a clear and concise structure and providing sufficient evidence of participant experiences as possible.

3.10 The Quality of Qualitative Research: The Method of Triangulation

It is important that researchers adopting a qualitative approach to research create works which provide more credibility to the research. One way of seeking confirmation in qualitative research involves triangulation. (Abdalla, Oliveira, Azevedo, & Gonzalez, 2018).

Triangulation in qualitative research is based on the premise that when a researcher views an object from a certain perspective, the researcher needs to think of the research from at least another couple of viewpoints. Differing perspectives will allow the researcher to adjust the ‘angulation’ of concepts. This can be achieved through techniques such as: proceeding with diverse methodologies; collecting data from different sources; analysing data using different methods; providing enough detail to explain the methods in which data is collected, examined and interpreted; and including the participation of other researchers to study the same phenomenon. These techniques have the potential to improve the precision of assessments and qualitative research in general (Abdalla et al., 2018).

For the purposes of this study, the researcher drew on four types of triangulation, namely: data triangulation; theoretical triangulation; researcher triangulation; and methodological triangulation. Firstly, data triangulation refers to collecting data from different sources as to obtain a rich and detailed description of the phenomenon under study. This includes collecting data from different places and from different individuals. Secondly, theoretical triangulation involves exploring multiple theories whilst interpreting the same data group. This is achieved by involving researchers with differing theoretical approaches and diverse areas of knowledge in the analysis of the same phenomenon (Abdalla et al., 2018).

The third type is researcher triangulation. This involves the inclusion of diverse researchers in a study of the same matter. It is based on the assumption that different researchers could contribute varied perspectives, analyses and considerations. It additionally involves validation through informant feedback (i.e. member checking). Member checking enables research participants to review and debate their points of view, as captured in the data (e.g. review of transcribed material). This method helps to reduce researcher biases (Jonsen & Jehn, 2009). Finally, methodological triangulation makes use of multiple methods to obtain complete and detailed data regarding a phenomenon. It uses a combination of methods (e.g. interviews and observations) to provide a better understanding of reality (Abdalla et al., 2018).

As mentioned above, the researcher drew on four methods of triangulation during the study. Firstly, in an attempt to achieve data triangulation, data was collected from different research participants from different schools (e.g. suburbs, fee schools and no-fee schools) from the Cape Metro Education District. Secondly, attempts to achieve theoretical triangulation consisted of seeking the insights of other researchers with diverse areas of knowledge (e.g. supervisor and co-supervisor) and differing theoretical approaches (e.g. peer review), to validate the methods used and findings obtained in the data collection and analysis phases of the current study.

Thirdly, in order to achieve researcher triangulation, the researcher made use of the insights and opinions of different researchers (e.g. supervisor and subject matter expert), who contributed varied perspectives, methods of analyses and considerations during the study. The researcher additionally drew upon member checking, which entailed the review of transcribed interview reports from selected research participants. Sealed copies of each participants' interview transcript were delivered to selected participants. Participants were asked to review the contents of these documents. After one week, the researcher revisited the selected participants. All five of the selected participants were in full agreement to the contents of the transcribed material and had no objections to the researcher using the contents of the transcribed material for the study. Finally, attempts to achieve methodological triangulation was done by combining data obtained by semi-structured interviews and their accompanying transcriptions with researcher field notes derived from observations made during individual interviews with research participants.

These validating processes were conducted in an attempt to increase the rigorousness, diversity and depth of the current study.

3.11 Notes on Ethical Considerations for the Study

Research studies, in general, are perceived as a source of power. The power associated with research can be used for social benefit or abused for reasons relating to personal gain. Research ethics are concerned with the protection of participants, and the prevention of harm and abuse of their human rights. It is also concerned with ensuring that the knowledge and skills used to conduct research studies are simultaneously used to benefit of society and improve the lives of all people (Bless et al, 2013).

3.11.1 Guiding principles of ethical research

The majority of ethical codes have identified six common principles that relate to research ethics. The principles are universal and relate to non-maleficence, beneficence, autonomy, justice, fidelity and respect for participants' rights and dignity (Bless et al., 2013).

Firstly, non-maleficence is based on the principle that participants should not be harmed as a result of their participation in any research study. Secondly, not only should research studies cause no harm to participants, but it should be to the benefit of society and improve the lives of all people. Thirdly, autonomy refers to the freedom which all individuals enjoy in deciding whether or not to participate in any research study. Participants have the right to participate voluntarily in any research study, as well as the right to decline to participate in any research study. Fourthly, the principle of justice is based on the belief that people have the right to be treated equally. People should not be discriminated against during any research study. Discrimination on the basis of race, gender, disability, socio-economic status, culture, ethnicity, sexual orientation, or any other arbitrary grounds, are prohibited throughout the duration of any research study. Fifthly, the principle of fidelity implies faithfulness and keeping to agreements and confidentiality between a researcher and a participant. The final ethical principle that should be considered by researchers relate to respect for participants' rights and dignity. All participants have legal and human rights (Bless et al., 2013).

The researcher adhered to the above-mentioned principles during the study. Firstly, no person was harmed, or expressed the experience of harm due to their participation in the

study. Secondly, the study aims to benefit society by specifically focussing on improving the work experiences of teachers, which could, in turn, benefit the educational system. Thirdly, all participants participated in the study on a voluntary basis. Participants were also advised on their freedom to withdraw from the study at any time during the study. Fourthly, no discrimination took place against any person during the study. Fifthly, confidentiality agreements in terms of data gathered during the interview process was strictly adhered to by the researcher. Finally, participants legal and human rights were protected and respected during the study.

3.11.2 Legislative compliance

A number of legislative documents offer guidelines that pertain to ethical research. These legislative documents provide regulations referring to research involving human participants which include regulations provided by the: a) National Health Act, 2003 (No. 61 of 2003); and b) Ethical Rules of Conduct for Practitioners Registered under the Health Professions Act (No. 56 of 1974) (Republic of South Africa, 2004). The following guidelines provided in these documents were of relevance to the study.

Provisions provided by the National Health Act, 2003, include: ethical approval before the commencement of a research study; the safety of participants must be monitored and any risk of harm should be minimised during any research study; and the results generated from a research study should be disseminated to all relevant parties and stakeholders (Department of Health, 2013). Provisions provided by the Ethical Rules of Conduct for Practitioners Registered under the Health Professions Act includes that a researcher should: inform the participant of the nature of the research; inform the participant that he or she is free to participate or decline to participate in or to withdraw from the research; explain the foreseeable consequences of declining or withdrawing; and explain any other matters about which the participant enquires (Republic of South Africa, 2006, p. 58).

The researcher adhered to the above-mentioned legislative documents and their provisions during the study.

3.12 Summary

Chapter 3 provided an overview of the proposed research methodology. It included a description of the selected research approach, research questions, research paradigm

and research design used in the study. The sampling process and methods of data collection and analysis were also deliberated. In summary, the study drew on the qualitative research approach. Furthermore, it drew on the ontological and epistemological viewpoints held by the interpretivist (i.e. relativism) research paradigm and was based on a cross-sectional qualitative research design. The method of data collection was semi-structured interviews with primary school teachers (N=10) in selected schools of the Metro Central Education District of the Western Cape Education Department. This sample of participants were selected by means of convenience sampling. The method of data analysis was based on the principals and processes of thematic data analysis. Chapter 4 will provide an overview of the findings of the study.

CHAPTER 4: FINDINGS

4.1 Introduction

This chapter focusses on a discussion of the findings of the study. In addressing the research objectives, insights will be provided regarding the participants' reports on the perceived illegitimate tasks which they experience in their day-to-day operations as teachers, the influential environmental and psychological factors which contribute to their experience of illegitimate tasks and the emotional, physical and behavioural outcomes of these perceived illegitimate tasks. Furthermore, insights will be provided regarding the time-consuming nature of illegitimate tasks and mechanisms providing potential buffers to the effects of illegitimate tasks, as perceived by participants.

Subsequently, the key themes resulting from thematic analysis across the data set, based on the research objectives (i.e. theoretical analysis), were:

- (1) Illegitimate tasks which form part of the workload of teachers;
- (2) Illegitimate tasks which fall out of the scope of practice for teachers;
- (3) Environmental factors which contribute to the experience of illegitimate tasks;
- (4) Psychological factors contributing to the experience of illegitimate tasks;
- (5) Emotional and/or psychological outcomes of illegitimate tasks;
- (6) Physical outcomes of illegitimate tasks; and
- (7) Behavioural outcomes of illegitimate tasks.

Two additional themes resulting from data analysis based on the data (i.e. inductive analysis), included:

- (8) The time-consuming nature of illegitimate tasks; and
- (9) Mechanisms that buffer the effects of illegitimate tasks.

The following sections will provide an overview of the findings regarding each of the abovementioned themes. Each theme and accompanying sub-themes will be discussed in detail. Relevant extracts from participants' accounts of the themes and sub-themes will additionally be provided.

4.2 Illegitimate Tasks which form part of the Workload of Teachers

An over-arching finding of the study was that the majority of participants experienced illegitimate tasks (i.e. unnecessary or unreasonable), to a greater or lesser extent, as part of their normal workload in their occupation as teachers (Table 4.2). The first theme therefore refers to illegitimate tasks which form part of the workload of teachers. This theme is categorised into sub-themes, for either unnecessary or unreasonable tasks, which form part of participants' workload as teachers, namely: learner discipline, sport coaching, managerial duties, extra teaching duties and administration duties.

Table 4.2

Illegitimate Tasks Forming Part of Teachers' Workload

Unnecessary tasks			
Sub-theme	Codes	No.	Extract
Learner discipline		4.2.1	'...we need to phone the parents, we need to make sure that the child gets detention...we have to sometimes escort the learner [to detention] cause they run away...'
Sport coaching		4.2.2	'...Gee whiz, couldn't you get someone else to have done this, um, certain sports, um, could have been outsourced to a more expertise person...'
Managerial duties		4.2.3	'...give it [a task] maybe to somebody else that knows a little more about the subject than just giving somebody a task that has to be done and because you are maybe on the management team doesn't always mean that you know or that you have the knowledge...'
Extra teaching duties	Marking	4.2.4	'...marking is so important, but marking takes up so much of your teaching time...[if you could] you won't spend so much of your time marking and you could put more effort into making your lessons more exiting...'
	Remedial teaching	4.2.5	'...where this kid is really struggling but you prepare for the other kids in your class that you have to see to and you have to see for that kid and so what some schools have is an occupational therapist...or a specialist remedial educator...we don't have that...'

Table 4.2 (continued)

Illegitimate Tasks Forming Part of Teachers' Workload

	4.2.6	'...every year my kids are getting weaker...and why, why, why...because the standard [of teaching] is too low...and they come to me and I'm still trying to get them over the midline...'
Interventions	4.2.7	'...interventions should be done by the department at the school...'
Meetings/ workshops	4.2.8	'...I often get asked to be involved in meetings with other teachers...which I feel sometimes I don't really need to be there...'
	4.2.9	'...as a teacher you need certain points, so you have to attend these workshops and they give you two points...'
Administration	4.2.10	'...admin, doing all of those forms and things, like that would be really nice if someone else did those things'
Photocopying	4.2.11	'...the photocopying of question papers especially when it's a bulk, that takes up a lot of time...'
IQMS	4.2.12	'...it would only take less effort if it was made easier, if the IQMS system was made much simpler, if it was a ten-minute questionnaire that you had to fill in...'
Interventions	4.2.13	'...we do these interventions, you have to fill in these long lists of forms and it goes on forever and generally it works toward the child possibly having to repeat the grade and then it comes to the end of the year and all the department does is push the children through, so that becomes a bit of a pain...'
Financial duties	4.2.14	'...especially the finance thing, I don't feel like I should be...because I'm held accountable for that money...I'm responsible for the money so I really don't think I should be doing money things whatsoever'

Unreasonable Tasks

Sub-theme	Codes	No.	Extract
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Table 4.2 (continued)

Illegitimate Tasks Forming Part of Teachers' Workload

Learner discipline		4.2.15	'...[an incident with a learner]...and the parent brought it to me and wanted me to deal with it...it wasn't at school, it was something that happened at home...'
		4.2.16	'...there are certain things that I have to deal with that shouldn't be on my plate...it should be things addressed by the HOD, deputy principal or higher management...with regards to um (pause) disciplining a child...'
Sport coaching		4.2.17	'...um sports...the sports I really feel it's something you shouldn't be forced to do as a teacher...'
Managerial duties		4.2.18	'...when I have to deal with (pause) maybe a staff issue that should be dealt with by a higher power of being...'
		4.2.19	'...when it comes to disciplining people, I'm not so good at that so I think it puts me in an awkward position to tell them...they haven't done what they were supposed to do, so it puts you in an awkward position cause you're not the head of the school...'
Extra teaching duties	Teaching of specific subjects	4.2.20	'...they asked me to teach [subject] and I feel if I don't know the content I can't relay it, so if I know something I can speak passionately about it and have the right terms, but geez I read from that textbook and I still didn't understand...'
	Meetings	4.2.21	'...if I have meetings [with parents] I stay here [at school] till five and then I wait here till five and then I'm expected to stay till seven because [the parents] are working late...'
Administration	Financial duties	4.2.22	'...I don't think it's fair that I have to deal with like a lot of the admin things...I don't think it's fair that I have to follow up in terms of ...money like finances...as teachers we have enough on our plate um and um we shouldn't be dealing with like these extras...'
		4.2.23	'...Well the finance is a big one...'

4.2.1 Learner discipline

The findings of the study indicate that some tasks, relating to the discipline of learners during day-to-day operations as a teacher, were perceived as illegitimate tasks by participants. Maintaining regular learner discipline in a classroom environment is an important part of teaching. Participants, however, experienced some cases of learner disciplinary issues as either unnecessary or unreasonable work tasks. Extract 4.2.1 and 4.2.15 (Table 4.2) reflect the extent to which participants had to deal with learner discipline issues as teachers. These tasks have the potential to threaten the professional identity of participants, as illustrated by extract 4.2.24:

“...I am a teacher, I shouldn’t be a disciplinarian my first thing and then a teacher. I should be a teacher and then a disciplinarian...”

In general, participants expressed that constantly having to deal with learner discipline issues on a daily basis put a strain on them as it takes valuable time away from teaching and can be quite exhausting.

4.2.2 Sport coaching

The findings of the emerging sub-theme illustrated that some participants perceived the duties associated with sport coaching as illegitimate tasks. Participants experienced some sport coaching duties as either unreasonable or unnecessary (e.g. extracts 4.2.2 and 4.2.17 in Table 4.2). Some participants felt that sport coaching could be done by persons who have more knowledge, expertise and a passion for these types of tasks. For example:

“...if we could get coaches or people that are really good at what they do, maybe specific sport or just then sport in general...I think they would teach the kids the proper skills from the beginning...” (Extract 4.2.25)

Some participants expressed their concerns regarding not having the required knowledge and skills to coach specific sports, which makes task execution difficult. This results in lowered self-efficacy regarding task execution and task completion. The participants additionally felt that it was injustice to learners if they did not receive quality sport coaching

due to the participants' own inexperience and lack of expertise in the area of sport that they coached.

4.2.3 Managerial duties

Managerial duties form part of some of the participant's duties as teachers. This entails school management duties, as generally assigned to teachers occupied in level two teaching positions. Some participants experienced some of the duties which they have to perform as part of their managerial positions in schools, as illegitimate. Examples of some of these duties included: monitoring and reporting on colleagues' work (e.g. planning, workbooks, examination and test results, classroom management, learner discipline, etc.), visits to colleagues' classrooms, disciplining colleagues and mediation between top management and lower level colleagues. Extracts 4.2.3 and 4.2.18 (Table 4.2) reflect how some of the managerial duties are experienced as either unnecessary or unreasonable by participating teachers. The majority of participants who perceived managerial duties as illegitimate tasks explained that some of these duties put them in an awkward position and have the potential to negatively impact interpersonal relationships in the workplace. This is illustrated by extract 4.2.19:

"...when it comes to disciplining people, I'm not so good at that so I think it puts me in an awkward position to tell them...they haven't done what they were supposed to do, so it puts you in an awkward position cause you're not the head of the school..."

4.2.4 Extra teaching duties

Some participants perceived that some of their duties, generally associated with teaching, as illegitimate. The unnecessary tasks, relating to extra teaching duties, include: marking duties; remedial teaching duties; learner interventions; and attendance of meetings and workshops (see Table 4.2). The unreasonable tasks, relating to extra teaching duties, include: teaching of specific subjects and attendance of meetings (Table 4.2). An illustration of teaching of specific subjects is provided in the following extract:

“...being forced to teach certain subjects...you often have to teach something because there’s no one else to do it...when you’re being forced you don’t have a passion in it...” (Extract 2.2.26)

It can be argued that some of these duties, like marking, remedial teaching and teaching of certain subjects’ form part of the core responsibilities of a teacher, but some of the participants did experience these tasks to be unnecessary or unreasonable in accordance with the criteria of illegitimate tasks. The participants explained that heavy marking loads can be reduced or simplified. They further explained that remedial teaching duties should be done by individuals who are better equipped and trained to deal with the demands of this duty. This notion ties in with learner interventions, which participants felt could be done by other stakeholders or should be simplified. The attendance of some meetings and workshops was experienced by participants as unnecessary and some felt that they should not have been done at all. Finally, the teaching of certain subjects was perceived by some participants to be an unreasonable duty. Teachers receive specialised training in certain subjects as part of their tertiary education. Sometimes, though, they are required to teach subjects which they did not receive specialised training in on a tertiary level.

4.2.5 Administration

The findings illustrate that certain administrative duties are experienced as illegitimate tasks by the majority of the participants. The effect of the perceived unnecessary and unreasonable nature of administrative duties is illustrated by extract 4.2.27:

“...I think they need to re-shuffle their priorities and make the teachers more important instead of the admin and then things might change, ‘cause admin is killing all the teachers, they hate it...”

The unnecessary administrative duties are illustrated by extracts from selected participants in Table 4.2. This includes duties such as doing photocopying work, Integrated Quality Management System (IQMS) execution, learner interventions and financial duties. The unreasonable administrative duties are illustrated by extracts in Table 4.2, with specific reference to financial duties, for example:

“...you’ve got a lot of administrative work inside the class...where I said that my core duty is teaching but you’re saddled with collecting of money...” (Extract 2.2.28)

Firstly, photocopying work entails bulk photocopying of tests, examination papers, workbooks, and minor photocopying tasks. This can be challenging as the equipment used for this purpose (i.e. photocopier) might not always be functioning properly, which adds to the burden imposed by this task. The availability of time to execute this duty can also be restricted. Secondly, IQMS is the formal performance management system as implemented by the WCED. This system requires many hours of preparation, administration and co-ordination to complete. Thirdly, learner interventions refer to the processes and procedures required when a learner is struggling academically and might possibly have to repeat a Grade. This process requires numerous administrative duties, including the completion of various forms, a portfolio of evidence containing learners’ progress and academic work, academic meetings with fellow colleagues and parents, etc. Finally, financial duties entail the collection and recording of funds collected for the school for various reasons. Participants explained that they have to take in and record monies from learners, provide learners with the necessary change and take responsibility for the money whilst in their possession.

4.3 Illegitimate Tasks which fall out of the Scope of Practice for Teachers

The second over-arching finding during the study indicates that some participants experienced illegitimate tasks (i.e. unnecessary or unreasonable), to a greater or lesser extent, which they perceive to fall outside of the scope of practice for teachers (Table 4.3). Hence, this secondary theme focusses on illegitimate tasks which fall outside of the scope of practice for teachers, as experienced by more than half of participants. The sub-themes for unnecessary tasks, which fall outside of the scope of practice for teachers, included: emotional support, fundraising and maintenance duties. The sub-themes for unreasonable tasks, which fall outside of the scope of practice for teachers, included: emotional support, fundraising and charity duties.

Table 4.3:

Illegitimate Tasks Falling Outside of the Scope of Practice of Teachers

Unnecessary Tasks		
Sub-theme	No.	Extract
Emotional support	4.3.1	'...we act as counsellors as well you know with kids, you know you have to tread carefully when it comes to stuff like that...'
Fundraising	4.3.2	'...I don't feel like I should...especially if it's like money for the school like a fundraiser of some sort...'
	4.3.3	'...if I think of the fundraisers...it was literally just the three of us and we had to push through...'
Maintenance	4.3.4	'...I think with like the maintenance...I don't know anything about buildings as such...I don't know anything about electricity and...gardening and so on...'
Unreasonable Tasks		
Sub-theme	No.	Extract
Emotional support	4.3.5	'...I was at university and I was not trained to be a counsellor, to become a counsellor...'
	4.3.6	'...you have to deal with the emotions of the child...I had this one child that got really bad and just refused to come back to class and was just crying...'
Fundraising	4.3.7	'...I'm not a marketing director, I don't know what sells...'
	4.3.8	'...I think the fundraising should come from the governing body...I think sometimes that it is an added thing which could be taken away from us...'
Charity	4.3.9	'...I've had situations...where I was expected to buy clothes for the child, like what happens, if they don't have something I make sure they get it...um...where stationary is concerned...but then certain parents take it to the next step...'

4.3.1 Emotional support

Providing emotional support to learners was regarded by some participants as tasks that are perceived to be unnecessary or unreasonable where it was regarded as falling out of the scope of practice of teachers. Although emotional support to learners might be considered a sub-task of teaching, some participants did experience these tasks to form part of the criteria of illegitimate tasks. This is illustrated by extract 4.3.5:

“...I was at university and I was not trained to be a counsellor...”

The participants who experienced these tasks as illegitimate, explained that the counselling nature of providing emotional support to learners in different scenarios sometimes put them in an awkward position, was very emotionally exhausting to deal with and could be very time-consuming. The participants further explained that these duties could probably be carried out by qualified and trained professionals, like educational psychologist and/or school counsellors.

4.3.2 Fundraising

Fundraising duties are regarded by most participants as unnecessary and unreasonable tasks which fall outside of the scope of practice for teachers. These duties are extensive in nature and may include work experiences such as:

“...it becomes almost your problem, your airtime, your pockets, your riding around collecting things, picking up things...”

[Extract 4.3.10]

“...having to deal with the complete set-up and take down [of stalls] and preparation and typing of letters to parents and...distributions...”

[Extract 4.3.11]

Further examples of the unnecessary and unreasonable nature of fundraising duties are illustrated in the extracts provided in Table 4.3. Many participants explained that they felt strongly that other stakeholders should be responsible for fundraising initiatives at their representative schools.

4.3.3 Maintenance

General duties associated with the maintenance of school grounds and school buildings could arguably fall outside of the scope of practice associated with teaching. Some of the participants did experience maintenance duties as unnecessary tasks. This is illustrated by extract 4.3.4 in Table 4.3.

4.3.4 Charity

One participant experienced charitable duties as an unreasonable task. This included the provision of stationery and clothing to learners from funds generated by the teacher's own private resources. It could be argued that charitable duties towards learners fall outside of the scope of practice of teachers. An example of this is provided in extract 4.3.9 in Table 4.3.

4.4 Environmental Factors Contributing to the Experience of Illegitimate Tasks

A third finding of the study illustrates participants' perceptions regarding the environmental factors which contributed to their experience of illegitimate tasks. This third theme therefore focusses on the influential environmental factors which contributed to the experience of illegitimate tasks amongst participants. These findings are summarised in Table 4.4. Sub-themes of the environmental factors which contributed to the experience of illegitimate tasks included: organisational structure and functioning; curriculum demands; lack of resources; learner characteristics; and parental support.

Table 4.4

Environmental Factors Contributing to the Experience of Illegitimate Tasks

Sub-theme	Codes	No.	Extract
Organisational structure and functioning		4.4.1	'...the school was very polarised...the hierarchical grouping...the school was very divided along those lines...'
	Allocation of duties	4.4.2	'...we've been one management member short, so I've had to deal with a lot more than normal...'

Table 4.4 (continued)

Environmental Factors Contributing to the Experience of Illegitimate Tasks

	4.4.3	‘...when you get given tasks that you weren’t part of the decision making in the first place, so why is this coming to you...’
	4.4.4	‘...the school is a small school and so you automatically...go onto every committee and take charge...’
Leadership	4.4.5	‘...I think leadership is the main one...just a lack of anyone taking authority and saying...”This is the way we are doing things”...’
Workplace culture	4.4.6	“...the educators...lack of responsibility, you now having to pick up other people’s slack because they don’t see the school holistically...’
Curriculum demands	4.4.7	‘...the constraints that the department puts on us, the CAPS curriculum is rather intensive...’
	4.4.8	‘...things like where CAPS dictate things which are not maybe to the benefit of the child because you are constantly teaching to assess...’
Lack of resources	4.4.9	‘...our school lacks some resources...and I mean to go out and spend money to buy things...but if you had the resources at your disposal...it would have been a bit easier...’
	4.4.10	‘...I’ve got learners books, I don’t have a teacher’s guide, so whatever planning, I had to do from scratch...’
Learner characteristics	4.4.11	‘...we have a very diverse school...certain learners that tend to pick on another learner...from a different religion or race...’
Parental support	4.4.12	‘...you would call a parent in [for a meeting] and you know discuss a child...failing and...the parent says automatically it’s your [the teacher] fault, it’s your [the teacher] fault...’

Table 4.4 (continued)

Environmental Factors Contributing to the Experience of Illegitimate Tasks

4.4.13 ‘...parents sending kids to school when they haven’t...been taught the basics you know...and it’s just kinda brought to school for teachers to deal with...’

4.4.1 Organisational structure and functioning

The findings indicate that the majority of the participants identified the organisational structure and functioning systems of their particular school as a contributing environmental factor to the perceived experience of illegitimate tasks. These organisational structures and functioning systems consisted of the following sub-themes: the allocation of duties, school leadership, and workplace culture, which are provided in extracts from participants in Table 4.4.

Firstly, the participants explained that the allocation of duties contributed to the experience of illegitimate tasks in that some participants perceived the allocation of duties to occur due to, for example, bureaucratic practices or the participant’s position in the hierarchy of the school structure. Secondly, school leadership was regarded as an organisational structural factor which contributed to the experience of illegitimate tasks in that poor leadership may have intensified the experience of illegitimate tasks. Thirdly, workplace culture also played a role in the experience of illegitimate tasks by participants, especially where some participants felt that they had to put in extra effort at work to compensate for colleagues who did not put in as much effort as themselves. This lack of executing tasks and compensating behaviour by colleagues is regarded as a workplace culture at some of the participating schools.

4.4.2 Curriculum demands

The findings suggest that some of the participants’ experience of illegitimate tasks are influenced by the demands placed on them by the curriculum, specifically the National Curriculum Assessment Policy Statements (CAPS), as provided by the National

Curriculum Statement (NCS) of the Department of Basic Education (Department of Basic Education, 2019). An example of curriculum demands is illustrated by extract 4.4.14:

“...we’re very stuck within the curriculum and there’s so many assessments that need to be done... I don’t know, the curriculum it’s very set... I feel like if there’s a little bit more movement in that, it would make our teaching a bit easier...”

As shown in the example, some participants experienced the constraints of the CAPS system as a contributing factor which leads to the experience of illegitimate tasks. Other examples are provided in Table 4.4. The participants further explained that the CAPS system is very extensive and rigid in nature and requires a large amount of assessment of learners’ progress, which is sometimes considered to be unnecessary or unreasonable demands.

4.4.3 Lack of resources

Another sub-theme that emerged was resources, or a lack thereof, that played a contributing role to the experience of illegitimate tasks amongst some participants. The findings specifically point to the lack of physical resources experienced by some of the participants, for example, a lack of teaching material and a lack of teaching supplies. This lack of resources caused the experience of illegitimate tasks where, for example, one participant felt that the lack of teaching material resulted in this participant having to present a subject to learners “*from scratch*”, as illustrated in the following extract:

“...I’ve got learners books, I don’t have a teacher’s guide, so whatever planning, I had to do from scratch...” (Extract 4.4.10)

This included the preparation and execution of lessons and assessments without the needed resources, which this participant felt was an unreasonable demand. Another participant explained that a lack in resources resulted in this participant having to personally fund the needed resources to execute a lesson, as can be seen in extract 4.4.9:

“...our school lacks some resources...and I mean to go out and spend money to buy things...but if you had the resources at your disposal...it would have been a bit easier...”

This was considered as unreasonable demand for the participant which placed a strain on the participant's ability to execute certain lessons and activities within the classroom.

4.4.4 Learner characteristics

The findings indicate that certain learner characteristics are regarded as environmental factor which contributed to the experience of illegitimate tasks. As discussed previously, some participants expressed the experience of illegitimate tasks based on the sub-themes of learner discipline, providing emotional support to learners and extra teaching duties, specifically remedial teaching and learner interventions. Diverse learner characteristics therefore contributed to the experience of illegitimate tasks for participants. This is further illustrated by extract 4.4.11 in Table 4.4.

4.4.5 Parental support

The final finding regarding contributing environmental factors which lead to the experience of illegitimate tasks, relates to the level of parental support experienced by participants, for example:

"...you sometimes don't get any co-operation from the parents...I'm the educator and if the mom or the dad can't bring [the learner] in line, what hope do I have..."
(Extract 4.4.15)

Some of the participants expressed that their experience of illegitimate tasks were amplified when they had to execute duties where they experienced lower levels of parental support. These instances related to duties regarding learner discipline, providing emotional support to learners and supporting those with barriers to learning. Other examples are provided in extract 4.4.12 and extract 4.4.13 in Table 4.4.

4.5 Psychological Factors Contributing to the Experience of Illegitimate Tasks

The fourth finding of the study illustrates the psychological factors. These factors are based on participant's subjective attitudes, feelings and beliefs, which they perceived as contributors to their experiences of illegitimate tasks. This fourth theme therefore focusses on the influential psychological factors which contributed to the experience of

illegitimate tasks amongst participants. The majority of the participants provided explanations to support insights into this theme. Examples of these findings are listed in Table 4.5. This theme consists of related sub-themes, namely: inability to voice opinion; beliefs; personality characteristics; and obligation to execute tasks.

Table 4.5

Psychological Factors Contributing to the Experience of Illegitimate Tasks

Sub-theme	No.	Extract
Inability to voice opinion	4.5.1	'...you cannot turn to your boss or principal or anyone and say..."That's not part of my scope of work"...you can't do that...'
Beliefs	4.5.2	'...I think that...the values and the standards of educators...in a whole has dropped...'
	4.5.3	'...values that were instilled in me...being a Christian...I feel that I do things...because this is not just a job...'
Personality characteristics	4.5.4	'...my own insecurities...I feel like I'm being judged by kids...kids are very susceptible, and they know when you have no clue what you are talking about...'
	4.5.5	'...I think my personality is such that I believe in leading by example...'
	4.5.6	'...I don't like seeing people struggle...and I don't want to see the school struggle...'
Obligation to execute tasks	4.5.7	'...you just, ja, you have to do it all...'
	4.5.8	'...when someone higher up ask you to do something like that you know you're not going to say no...'

4.5.1 Inability to voice opinion

Inability to voice an opinion was one of the psychological factors which some participants perceived as contributing to their experience of illegitimate tasks. Some participants explained that they experienced illegitimate tasks due to the fact that they did not have the ability to voice their opinion regarding some of the duties and tasks which they had to perform, for example:

“...that [task] was given to me and I just felt like I couldn’t say no...”

[Extract 4.5.9]

“...you cannot turn to your boss or principal or anyone and say...”That’s not part of my scope of work”...you can’t do that...”

[Extract 4.5.1]

These participants explained that their inability to voice their opinion is additionally based on their own beliefs regarding their seniority within their respective schools and school structures.

4.5.2 Beliefs

The findings illustrate that some of the participants experienced their own beliefs to be a contributing factor to the experience of illegitimate tasks. Some of the participants’ beliefs regarding the decreased values and decreased standards of other teachers’ (i.e. colleagues) work ethics in general led to the perception that these participants had to perform illegitimate tasks in order to make up for their colleagues’ lack of task execution. Other participants felt that their religious beliefs and sense of calling lead them to perform illegitimate tasks. Other beliefs held by participants regarding the experience of illegitimate task included: beliefs regarding the allocation of roles to certain members of staff (i.e. favouritism) and beliefs of being underappreciated. These findings are illustrated in extracts from participants in Table 4.5.

4.5.3 Personality characteristics

The personality characteristics of participants contributed to their experience of illegitimate tasks. The personality characteristics which participants perceived as contributing factors to their experience of illegitimate tasks ranged from negative personality characteristics, for example, one participant’s “*insecurities*” (see extract 4.5.4, Table 4.4), to positive personality characteristics, for example:

“...I think my personality is such that I believe in leading by example...”

[Extract 4.5.5]

“...I don’t like seeing people struggle...and I don’t want to see the school struggle...”

[Extract 4.5.6]

These personality characteristics could be regarded characteristics which relate to humanitarianism values and leading by example, which contributed to participants experience and execution of illegitimate tasks.

4.5.4 Obligation to execute tasks

The final psychological factor which contributed to participant’s experience of illegitimate tasks was the perception of an obligation to execute tasks. An example is provided in the following extract, where the participant explains that the obligation to execute tasks comes from a respect for authority figures:

“...I’m very respectful of people that’s in authority, so if it’s expected or asked, then I would do it...because someone in authority almost demands it from me...”
(Extract 4.5.10)

The findings indicate that some of the participants did perceive and obligation to perform illegitimate tasks due to various reasons (see Table 4.5). This obligation to perform potential unnecessary and unreasonable tasks contributed to participant’s experience of illegitimate tasks.

4.6 Emotional and/or Psychological Outcomes of Illegitimate Tasks

The fifth finding of the study illustrates participants’ emotional and/or psychological outcomes due to their experience of illegitimate tasks in their daily profession. This fifth theme therefore focusses on findings relating to the emotional and/or psychological outcomes which illegitimate tasks had on participants. This theme comprises of sub-themes, including: feelings towards teaching as an occupation and unfavourable employee states, as summarised in Table 4.6.

Table 4.6

Emotional and/or Psychological Outcomes of Illegitimate Tasks

Sub-theme	Codes	No.	Extract
Feelings toward teaching as an occupation	Decreased job satisfaction	4.6.1	'...you become so anxious up to the point of having to perform this [illegitimate task] that it drains the joy out of teaching...'
	Withdrawal intentions	4.6.2	'...I don't think I'm going to be in the profession for a long time because (pause) it's just too much...'
	Feeling de-motivated and despondent	4.6.3	'...despondent and demotivated, like..." Why, why am I even here?"...'
	Decrease in professional efficacy	4.6.4	'....so you feel deflated in yourself...you couldn't deliver what you here to deliver as a teacher...you're like..."Why am I even in this profession"..."'
Unfavourable employee states	Negative emotional affect	4.6.5	'...it does affect you...just negatively in terms of your feelings and things like that...'
	Anxiety	4.6.6	'...so that brings anxiety...I always have this anxiety around me...'
	Stress	4.6.7	'...I've realised that I don't deal with stress as well as I use to think I did...'
	Feeling uncomfortable	4.6.8	'...so that's very awkward, it's very uncomfortable, it nags on you, it worries you...'
	Frustration	4.6.9	'...it's frustrating...it puts a strain on you ...psychologically...you become frustrated...'
		4.6.10	'...I think the emotion that I felt was definitely frustration...it's really, for me, frustrating...'
	Anger	4.6.11	'...those things really annoy me...I mean that makes you so angry as a teacher...'

Table 4.6 (continued)

Emotional and/or Psychological Outcomes of Illegitimate Tasks

Decreased self-esteem	4.6.12	'...My willingness gets abused and that's my self-esteem that's being abused...and now you start questioning yourself...' What did I do wrong, why am I doing this?'...
Feeling despondent	4.6.13	'...I think sometimes you become frustrated, you become despondent...'

4.6.1 Feelings towards teaching as an occupation

The first sub-theme regarding the emotional and/or psychological outcomes of illegitimate tasks relates to the feelings that the participants had towards the occupation of teaching. The outcomes experienced under this sub-theme included: decreased job satisfaction; withdrawal intentions; feeling demotivated and despondent; and decreased professional efficacy of participants. Examples of the before mentioned outcomes are illustrated in extracts from participants in Table 4.6. One participant expressed strong feelings towards teaching as an occupation, as illustrated in the following extract:

"...there's so much red tape that a teacher has to jump over and work themselves through...it's just not worth it, it's not worth it at the end of the day...and you're just fighting what seems to be a losing battle..." (Extract 4.6.15)

These findings illustrate an array of negative feelings and outcomes experienced by participants as a result of the illegitimate tasks they experience in their profession.

4.6.2 Unfavourable employee states

The second sub-theme regarding the emotional and/or psychological outcomes of illegitimate tasks relates to unfavourable employee states. The outcomes experienced under this sub-theme included: negative emotional affect; the experience of anxiety; the experience of stress; feeling uncomfortable; the experience of frustration; the experience of anger; decreased self-esteem; and despondent feelings. These findings suggest that illegitimate tasks did have quite extensive negative emotional and/or psychological outcomes on participants, which resulted in quite a number of unfavourable employee

states. Examples of these outcomes are illustrated in extracts from participants in Table 4.6.

4.7 Physical Outcomes of Illegitimate tasks

The sixth finding of the study illustrates, to greater or lesser extent, some of the physical outcomes associated with the experience of illegitimate tasks. This sixth theme focusses on the physical outcomes of illegitimate tasks, as experienced by participants in the study. Some of the participants did express the experience of negative physical outcomes resulting from their experience of illegitimate tasks during the interview process. The sub-themes included in the physical outcomes of illegitimate tasks were: physical illness; fatigue; and insomnia, as illustrated in extracts from participants in Table 4.7.

Table 4.7

Physical Outcomes of Illegitimate Tasks

Sub-theme	No.	Extract
Physical illness	4.7.1	'...I physically get sick...I landed up in hospital...because of stress...'
Exhaustion	4.7.2	'...I can be absolutely exhausted...where I go home and by eight o'clock I'm dead, I'm gone...'
	4.7.3	'...I suppose all of these things [illegitimate tasks], like I said, are very, very draining...'
Fatigue	4.7.4	'...but you're in bed by eight o'clock... your life is not normal...I'm constantly tired...'
Insomnia	4.7.5	'...I had a sleepless night before, I was like..." What, I really don't want to do it [illegitimate task]"...'

4.7.1 Physical illness

Four of the participants mentioned that they have experienced, or do experience, symptoms of physical illness (e.g. heart problems, asthma, hernias and tension headaches) due to the effects of the emotional outcomes (e.g. stress and anxiety) which is based on their experience of illegitimate tasks. An example is illustrated by extract 4.7.1 in Table 4.7.

4.7.2 Exhaustion

A second physical outcome, resulting from illegitimate tasks, is the experience of exhaustion. Quite a few participants stated that illegitimate tasks physically exhausted them. This might be due to the various emotional and physical demands that illegitimate tasks put on participants. Examples of exhaustion experienced by participants are provided in extracts 4.7.2 and 4.7.3 in Table 4.7. It should be noted that the participants did explain, to a great extent, the amount and impact of the exhaustion which they experienced due to illegitimate tasks during the interview process.

4.7.3 Fatigue

Fatigue, as a result of illegitimate tasks, was mentioned by four participants. The following extract explains one participant's experience of fatigue due to illegitimate tasks:

"...I take on as much as I can, but at the same time it's not fair...I do it [tasks] when I can...I'm expected to do it and to me it's just like, I also get tired, like I'm also human..." (Extract 4.7.6)

The findings indicate that illegitimate tasks did cause fatigue for some of the participants in the study. Another example is provided by extract 4.7.4 in Table 4.7.

4.7.4 Insomnia

Insomnia, due to stress and anxiety caused by the demand to execute specific illegitimate tasks, was mentioned by some of the participants. These findings indicate that illegitimate tasks do have the potential to cause the physical outcome of insomnia (Table 4.7).

4.8 Behavioural Outcomes of Illegitimate Tasks

The seventh finding of the study illustrates the behavioural outcomes due to participants experience of illegitimate tasks. This seventh theme therefore focusses on the behavioural outcomes resulting from illegitimate tasks. The sub-themes of behavioural outcomes are categorised into behavioural outcomes at home and behavioural outcomes at work, as well as the aligned codes for each sub-theme. These findings are summarised in Table 4.8.

Table 4.8:

Behavioural Outcomes of Illegitimate Tasks

Sub-theme	Codes	No.	Extract
Behavioural outcomes at home	Neglect duties	4.8.1	'...when my garden suffers, it means that I'm not taking care and time, because I just don't have the energy...'
	Negative impact on interpersonal relationships	4.8.2	'...it does spill over...sometimes you take it out on the people at home...'
	Impatience	4.8.3	'...I often find that I would get home and I would have no patience left at home to deal with [issues]...'
	Alcohol use	4.8.4	'...I drink a lot, so I ended up like just numbing myself out...'
	Demotivation	4.8.5	'...I go home feeling deflated, I feel demotivated...'
Behavioural outcomes at work	Negative impact on interpersonal relationships	4.8.6	'...there's heaviness, there's tension between adults [colleagues]...'
	Negative behaviour towards learners	4.8.7	'...on my children [learners], you know, I get frustrated and take it out on them...'
	Emotional overload	4.8.8	'...I actually have to go to the bathroom [at work] because I couldn't hold it together anymore...'

4.8.1 Behavioural outcomes at home

The findings indicated that the behavioural outcomes at home, due to the experience of illegitimate tasks, were more prevalent and reflected on by the participants. The impact of illegitimate tasks on the behaviours of participants at home included: participants neglecting home duties; negative impact on interpersonal relationships at home; impatience towards family at home; alcohol use; and demotivation at home or to perform home duties. The findings illustrated that illegitimate tasks negatively impacted the

behaviours of some of the participants at home. Examples are provided in the extracts of selected participants in Table 4.8.

4.8.2 Behavioural outcomes at work

Participants' behavioural outcomes at work were less prevalent than their behavioural outcomes at home. The impact of illegitimate tasks on the work behaviours of participants included: a negative impact of illegitimate tasks on interpersonal relationships at work; negative behaviour towards learners; and emotional overload at work. Relevant examples of the behavioural work outcomes due to the experience of illegitimate tasks are illustrated by extracts in Table 4.8.

4.9 The Time-Consuming Nature of Illegitimate Tasks

The eighth finding of the study illustrates the role that time plays in the experience of illegitimate tasks. This eighth theme therefore focusses on the time-consuming nature of illegitimate tasks. Some participants strongly felt that the illegitimate tasks which they have to perform burden them in terms of the time that it takes to execute these tasks. Participants felt that the time spent on illegitimate tasks could rather be spent on more constructive teaching activities and core duties associated with teaching. The time used to execute illegitimate tasks puts extra demands on participants in terms of their workload and time-management.

Table 4.9

Illegitimate Tasks, Which Form Part of Teacher's Workload, Which are Considered to be Time-consuming

Workload	No.	Extract
Administration	4.9.1	'...with the admin...um...if someone else is doing that (pause) you know, you would have more time to focus on the other things that you actually need to focus on...'
Remedial teaching	4.9.2	'...if they [learners] were more prepared you didn't have to spend so much time catching up and getting them on standard...'

Table 4.9 (continued)

Illegitimate Tasks, Which Form Part of Teacher's Workload, Which are Considered to be Time-consuming

	4.9.3	'...that's is an issue that needs to be addressed beyond your teaching time...'
Learner discipline	4.9.4	'...that's something that takes up a lot of time...'
Financial duties	4.9.5	'...it really takes a half an hour out of your morning that you just don't have time for...'
Fundraising	4.9.6	'...it's so time consuming...'
Managerial duties	4.9.7	'...I don't have enough time in the day to do everything that is expected...'
Sport coaching	4.9.8	'...if...teachers didn't have to take sport we would have more time to do those other things [e.g. preparation for lessons]...'

The time-consuming nature of illegitimate tasks are categorised according to the associated illegitimate tasks and duties, forming part of participants' workload, which take up a lot of time to execute. These duties and tasks included: various administration duties; remedial teaching; learner discipline; financial duties; fundraising; managerial duties; and sport coaching. All the tasks mentioned formed part of the criteria of either unnecessary or unreasonable tasks as experienced by the participants. Examples of this theme are provided in extracts from participants in Table 4.8.

4.10 Mechanisms that Buffer the Effects of Illegitimate Tasks

The ninth and final finding illustrates the findings which explains how some of the participants manage to buffer the effects of illegitimate tasks. This ninth theme focusses on the mechanisms which buffer the effects of illegitimate tasks. Some of the participants indicated different mechanisms (e.g. attitudes, beliefs, perceptions, environmental factors, etc.), which resulted in resilience towards the potential negative effects and outcomes of illegitimate tasks. More than half of the participants expressed, to a greater or lesser extent, the different mechanisms which they perceive to buffer the potential negative effects of illegitimate tasks, as summarised in Table 4.10. The following sub-

themes provides an insight into these mechanisms, including: a sense of calling and working with children; maintaining a work-life balance; voicing of opinion; personality characteristics; organisational commitment; and the perception of a learning experience or developmental opportunity.

Table 4.10

Mechanisms Which Buffer the Effects of Illegitimate Tasks

Sub-theme	No.	Extract
Sense of calling and working with children	4.10.1	'...ja I can keep myself going but you know I said ...'As long as I'm still touching some of these little hearts I will continue'...
	4.10.2	'...I want to work with the kids...'
	4.10.3	'...I need to be involved with everything so that we can give quality education to our learners...'
Work-life balance	4.10.4	'...the balance is at home... it's a balance that I do have that down time...'
	4.10.5	'...I don't do marking at home I don't do any schoolwork at home...'
Voicing of opinion	4.10.6	'...I think I'm the type of person who if I didn't want to do it [illegitimate task], I wouldn't do it or if I felt like it can be too much on my plate, I would actually say so...'
	4.10.7	'...I know if I'm bad at it [illegitimate tasks] I would say: "No, I'm not going to do that"...'
Personality characteristics	4.10.8	'...my personality doesn't allow me to be (pause) I'll say <u>negative</u> towards anything, because I believe that I live in a positive world and I try to instil that positivity throughout...'
	4.10.9	'...it has to do with you as a person, if you always want to help, you always want to see things happen...'
Organisational commitment	4.10.10	'...I think you know for as a workplace, you couldn't want a better workplace, we're very much team...'
	4.10.11	'...this is the culture at our school we need to get onboard with everything...'

Table 4.10 (continued)

Mechanisms Which Buffer the Effects of Illegitimate Tasks

Perception of a learning experience or developmental opportunity	4.10.12	'...you constantly need to push yourself and deal with what comes your way...for yourself you know for personal growth reasons...'
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4.10.1 Sense of calling and working with children

A sense of calling for the teaching profession and educating and interacting with children (i.e. learners) was one of the most prevalent mechanisms which buffered the potential negative effects of illegitimate tasks for some of the participants of the study. Extract 4.10.13 provides an insight into this mechanism:

"...if you're passionate about it [teaching] then you won't have to ask those questions [unnecessary task criteria: why do I have to do this?]...."

These findings indicated that a sense of calling and educating and interacting with learners provided some of the participants with a buffering effect to the potential harmful effects of illegitimate tasks. It can be argued that this sense of calling, education and interaction with the learners experienced by participants can potentially provide them with meaningfulness in their occupations. Further examples are provided in extracts by participants in Table 4.10.

4.10.2 Maintaining a work-life balance

The findings illustrated that some of the participants maintained and adhered to a form of work-life balance, for example:

"...on weekends I do nothing related to school, I just switch off completely..."
(Extract 4.10.14)

This work-life balance provided these specific participants with a much-needed balance in terms of working activities and family or leisure activities. Maintaining a work-life

balance, as illustrated in extract 4.10.4 and extract 4.10.5 in Table 4.10, provided the participants with a buffering effect to the potential negative outcomes of illegitimate tasks.

4.10.3 Voicing of opinion

As mentioned previously, the inability to voice an opinion forms part of the psychological factors which contribute to the experience of illegitimate tasks. Interestingly, the findings indicated that the ability of some participants to voice an opinion regarding the execution of illegitimate tasks provided a buffering effect to their experience of illegitimate tasks. Some participants explained that they do have the capability of voicing their opinion (i.e. disagreement) when faced with the unnecessary or unreasonable demands of illegitimate tasks in their work. This often-times resulted in these participants not having to execute a specific illegitimate task. Examples of this mechanism are illustrated in extracts provided by participants in Table 4.10.

4.10.4 Personality characteristics

The findings indicated that some participants' perceptions regarding aspects of their personality acted as buffers against the negative effects of illegitimate tasks. Personality characteristics, as mentioned previously, are also mentioned in the psychological factors which contribute to the experience of illegitimate tasks. Some participants did however explain that some aspects of their personality, such as leadership qualities, resilience, positive orientations and perseverance, served as buffers against the negative impacts of illegitimate tasks. For example:

"...I think my personality is such that I believe in leading by example, so if I would like something done I feel that if I lead, others will follow..." (Extract 4.10.15)

Other examples of this sub-theme are provided in extracts from participants in Table 4.10.

4.10.5 Organisational commitment

Organisational commitment was also found to serve as a buffer to the effects of illegitimate tasks. Some participants expressed their passion, commitment and contentment towards their schools and, in some instances, the communities they reside

in. These participants explained that they are not as much affected by the demands, constraints, and negative effects of illegitimate tasks, due to their commitment to the organisation, for example:

“...I feel I am very passionate about this school...”

[Extract 4.10.16]

“...Look, it's a team effort...all of us [colleagues] support each other...”

[Extract 4.10.17]

The specific organisational commitment behaviours and beliefs, as provided by participants, included: support for work teams and colleagues, passion for the organisation, behaviour that is aimed at benefitting the organisation and positive attitudes towards the organisation. Other examples are provided in extracts 4.10.10 and 4.10.11 in Table 4.10.

4.10.6 The perception of a learning experience or developmental opportunity

The findings indicated that some participants did not perceive tasks, which form part of the criteria for either unnecessary or unreasonable tasks, as illegitimate. In contrast, these participants perceived these tasks as learning experiences or opportunities for development. This is illustrated in extract 4.10.18, where the participant explains:

“...I'm a person who will try something [task] at least once...if it's expected from me...even if it's tough, I will try at least once...”

Participants who therefore perceived some tasks to be potential learning experiences or opportunities for personal development, as opposed to illegitimate tasks, use these perceptions to buffer the negative effects of illegitimate tasks. Another example is provided by extract 4.10.12 in Table 4.10.

4.11 Summary of Findings

The findings of the study provided nine key themes, including: (1) Illegitimate tasks which form part of the workload of teachers; (2) Illegitimate tasks which fall out of the scope of practice for teachers; (3) Environmental factors which contribute to the experience of

illegitimate tasks; (4) Psychological factors contributing to the experience of illegitimate tasks; (5) Emotional and/or psychological outcomes of illegitimate tasks; (6) Physical outcomes of illegitimate tasks; and (7) Behavioural outcomes of illegitimate tasks; (8) The time-consuming nature of illegitimate tasks; and (9) Mechanisms that buffer the effects of illegitimate tasks. The findings of the study are summarised in Figure 4.11.

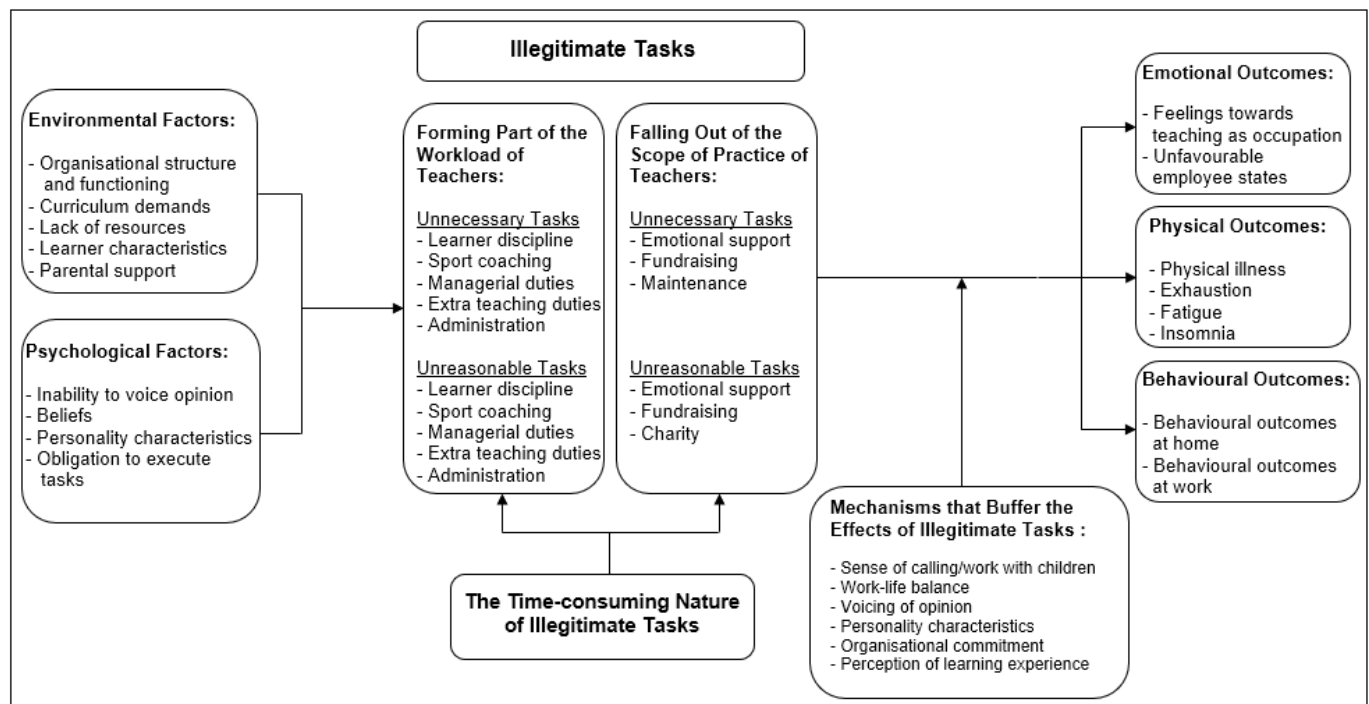


Figure 4.11 Summary of Findings

The findings of the study indicated that certain environmental and psychological factors contributed to the experience of illegitimate tasks amongst participating teachers. These factors lead to the experience of illegitimate tasks (i.e. unnecessary or unreasonable), either forming part of the workload of teachers or falling out of scope of practice of teachers. Illegitimate tasks were additionally considered to be time-consuming in nature. The experience of illegitimate tasks led to certain outcomes, including emotional and/psychological, physical and behavioural outcomes. Finally, certain mechanisms were identified which acted as buffers which reduced the negative effects of illegitimate tasks.

4.12 Researcher's Reflection

During the data collection phase of the study, the researcher observed an array of behaviours, emotions, beliefs and opinions of the participating teachers during their

personal interviews. The process of data collection was both fulfilling and challenging at times. The researcher felt a personal connection to the research participants, based on her own teaching experience. This proved to be helpful during the interview process, as the researcher understood the inner workings of the educational system, the teaching profession and school environments in general.

The researcher acknowledges her own personal biases that may have been present during the study. These biases had the potential to influence the interviews, transcription process, analysis and the interpretation of the findings of the study. The researcher took the following steps in order to mitigate the effect of her own biases during the study.

Firstly, the researcher attempted to keep the interview process as structured as possible and only made use of her own teaching experiences to illustrate the comprehension of participants' explanations. Secondly, the researcher strictly adhered to the guidelines for transcribing interview reports, as provided by Braun and Clarke (2013), without deviating from the information provided in the interview recordings. Thirdly, the researcher only used information provided in the interview transcripts to perform the data analysis process. The researcher refrained from using any information that may have been based on her personal teaching experiences and biases. Finally, the reporting of the findings was solely based on the accounts and explanations provided by the participants of the study, as provided in the interview reports and analysed data. The researcher refrained from using any information based on her personal teaching experiences as examples or explanations in the reporting phase of the study.

The researcher further experienced that the views and opinions of participants regarding their work experiences ranged from very transparent to almost cautious. Some participants did not hesitate to fully express their opinions, emotions and beliefs, whilst other participants were a bit more reserved in sharing their experiences. In general, the researcher observed that the participants who experienced illegitimate tasks to a greater extent in their work, experienced the negative outcomes thereof as well. The participating teachers who did not perceive and experience illegitimate tasks to a great extent provided the researcher with the most information regarding the mechanisms which buffer the potentially harmful effects of illegitimate tasks.

The researcher found the interview process and interaction with teachers very valuable. The experiences of the research participants provided much needed insights into the research objectives. This provided the researcher with the opportunity to generate a better and more comprehensive understanding of the construct of illegitimate tasks in the teaching profession of the current South African educational system.

4.13 Summary

This main aim of this chapter was to provide the findings of the study. In addressing the research objectives, it reported on the perceived illegitimate tasks which primary school teachers experienced in their profession, the influential environmental and psychological factors which contributed to their experience of illegitimate tasks and the emotional, physical and behavioural outcomes of illegitimate tasks. Furthermore, insights were provided regarding the time-consuming nature of illegitimate tasks and the mechanisms which could serve as potential buffers to the negative effects of illegitimate tasks. These themes and their accompanying sub-themes were explored and relevant examples from participants' experiences were provided. The researcher additionally gave a personal reflection of her experiences during the study.

Chapter 5 will provide a discussion of the findings of the study, implications of the findings, limitations of the study and relevant recommendations.

CHAPTER 5: DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

The intent of the research objectives was to determine the perceived illegitimate tasks experienced by primary school teachers in the current South African education system, specifically focusing on teachers from selected primary schools in the Cape Town Metro Central Education District. Secondly, the research objectives aimed to determine which environmental and/or psychological factors contributed to teachers' perceptions of illegitimate tasks and, thirdly, it aimed to determine the emotional and/or psychological, physical and behavioural outcomes that these experienced illegitimate tasks had on the participating teachers. This chapter will focus on a discussion of the findings, the practical implications, limitations, as well as relevant recommendations of the study.

5.2 Discussion of Principal Findings

The principal findings of the study provided valuable insights into the construct of illegitimate tasks, as experienced by primary school teachers in the current South African educational system. The experience of illegitimate tasks amongst primary school teachers in the Cape Town Metro Central Educational District comprised of the following:

- (1) The perceived experience of illegitimate tasks amongst primary school teachers;
- (2) The perceived environmental and psychological factors contributing to the experience of illegitimate tasks;
- (3) The emotional and/or psychological, physical and behavioural outcomes of illegitimate tasks;
- (4) The time-consuming nature of illegitimate tasks; and
- (5) Mechanisms that could provide potential buffers to the effects of illegitimate tasks.

A conceptual model of the findings, in relation to the Job Demands-Resources Model (Demerouti & Bakker, 2011), is illustrated in Figure 5.1. The conceptual model depicts the experienced illegitimate tasks, the environmental and/or psychological factors and the time-consuming nature of illegitimate tasks as job demands. These job demands lead to certain outcomes (i.e. emotional and/or psychological, physical and behavioural). The outcomes of illegitimate tasks have the potential to lead to job burnout. The mechanisms which buffer the effects of illegitimate tasks, depicted as job resources and personal

resources, provides a moderating effect, which could reduce the negative outcomes of illegitimate tasks, resulting in higher levels of employee engagement.

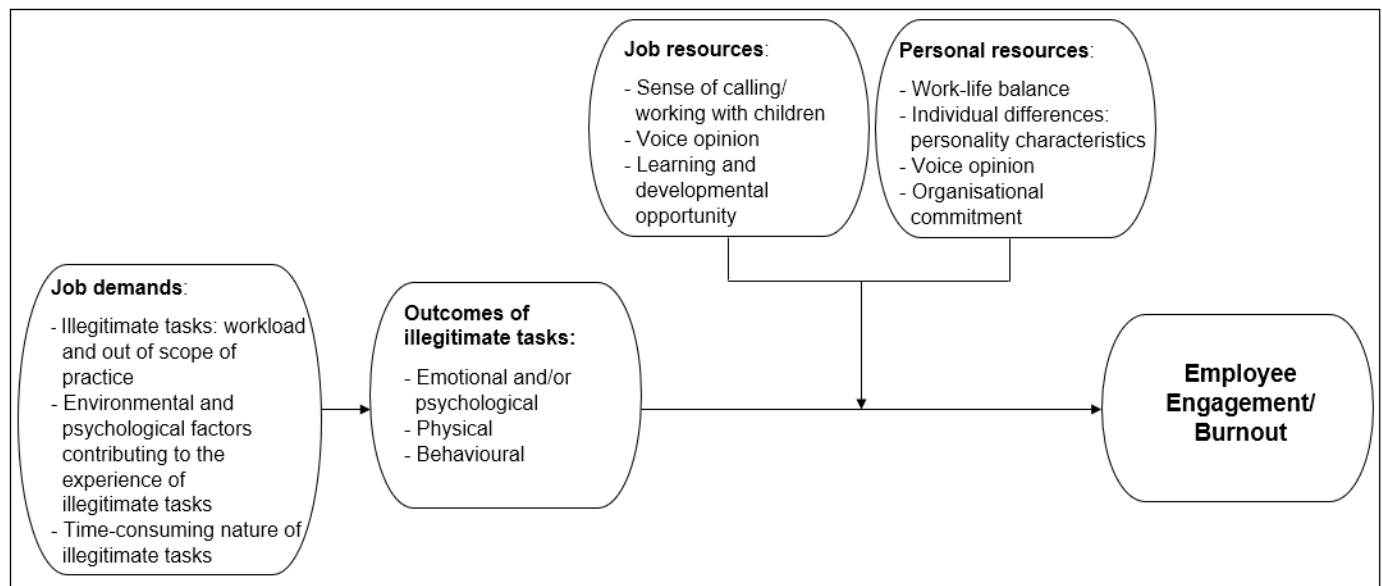


Figure 5.1 The experience of illegitimate tasks amongst primary school teachers in the Cape Town Metro Central Educational District

A number of areas in the findings of the study can be regarded as consistent with previous studies and is supported in literature. However, the study uncovered certain findings that do not form part of existing literature. The following sections will discuss the findings regarding each facet of the experience of illegitimate tasks amongst primary school teachers included in the study, and how it relates to existing literature.

5.2.1 The perceived experience of illegitimate tasks amongst primary school teachers

The majority of the participants in the study perceived, to a greater or lesser extent, the experience of illegitimate tasks in their day-to-day duties as teachers. The experience of illegitimate tasks was classified into, firstly, illegitimate tasks which form part of the workload of teachers and, secondly, illegitimate tasks which fall out of the scope of practice for teachers. The sources of illegitimate tasks (e.g. unnecessary or unreasonable) were solely based on the characteristics and criteria for illegitimate tasks, as provided by Semmer et al. (2015) and Jacobshagen (2006).

Firstly, illegitimate tasks, which form part of the workload of teachers, were categorised into sub-themes, which included: learner discipline, sport coaching, managerial duties, extra teaching duties and administration duties. These duties were considered to be either unnecessary or unreasonable. Unnecessary tasks, as experienced by participants, consisted of the following sub-themes: a) tasks involving learner discipline; b) various sport coaching duties; c) managerial duties; d) extra teaching duties, which included marking, remedial teaching duties, learner intervention duties, and meetings and workshops attendance; and e) administrative duties, which included photocopying duties, IQMS requirements, learner intervention duties and various financial duties. Unreasonable tasks, as experienced by participants, consisted of the following sub-themes: a) tasks involving learner discipline; b) various sport coaching duties; c) managerial duties; d) extra teaching duties, which included teaching of specific subjects and meetings attendance; and e) administrative duties, which included various financial duties.

Secondly, illegitimate tasks, which fall outside of the scope of practice for teachers, were categorised into specific sub-themes. These duties were considered to be either unnecessary or unreasonable. Unnecessary tasks consisted of the following sub-themes: a) providing emotional support to learners in the form of counselling; b) various fundraising duties; and c) maintenance duties. Unreasonable tasks consisted of the following sub-themes: a) providing emotional support to learners in the form of counselling; b) various fundraising duties; and c) charity work.

The findings regarding illegitimate tasks, which form part of the workload of teachers and illegitimate tasks which fall outside of the scope of practice for teachers, support the notion that these illegitimate tasks are tasks which are subjectively perceived as not forming part of the core tasks associated with the teaching occupation and teachers' professional identity. The abovementioned tasks were experienced by participating teachers to be illegitimate in nature and were regarded as tasks which could be annoying to deal with at times (Jacobshagen, 2006). It could also be argued that these experienced illegitimate tasks could potentially inhibit teachers from nurturing a culture where teachers view themselves primarily as facilitators of learning and reflective practitioners, as stipulated in the official job descriptions for teachers by the DBE (Department of Education, 2017).

Furthermore, these tasks support previous literature explaining that illegitimate tasks are regarded as an inherent part of the Stress-as-offence-to-self (SOS) theory. The perceived illegitimate tasks experienced by the participating teachers provoked stress conditions, specifically indirect Stress as Disrespect (SAD). Indirect expressions of SAD refer to the experience of tasks which are regarded as tasks which fall outside the core requirements of a work role (Jacobshagen, 2006).

The findings further suggest that the illegitimate tasks experienced by the participating teachers can be classified as job demands. Examples of job demands include work overload and role conflict (Demerouti & Bakker, 2011). The findings of the study indicated that illegitimate tasks caused work overload, due to these tasks placing extra demands on the workload of teachers, and role conflict, as some of these tasks were perceived as falling outside the scope of practice for participating teachers.

Job demands have the potential to activate the health impairment process when these demands become job stressors. High job demands could therefore exhaust employees' physical and mental resources, which could lead to disengagement, health problems and burnout (Demerouti & Bakker, 2011; Saks & Gruman, 2014). The illegitimate tasks experienced by the participating teachers signified, specifically, hindrance job demands (Saks & Gruman, 2014). This is based on the premise that the experienced illegitimate tasks required emotional and mental effort from teachers, which lead to negative affective reactions; emotional exhaustion; burnout; irritability; and lowered self-esteem (Semmer et al., 2015). The negative effects of illegitimate tasks experienced by participating teachers will be discussed in detail in the subsequent section of this chapter, which focusses on the outcomes of illegitimate tasks.

5.2.2 The perceived environmental and psychological factors contributing to the experience of illegitimate tasks

The findings of the study indicated that the majority of participants, to a greater or lesser extent, provided insights into the environmental and/or psychological factors which contributed to their perceived experience of illegitimate tasks in their profession as teachers. Other studies which provides insights into the contributing environmental and psychological factors of illegitimate tasks in the teaching profession could not be located in literature.

The environmental factors which contributed to the teachers' experience of illegitimate tasks included: a) organisational structure and functioning, which consisted of perceptions regarding the allocation of duties within the organisation (i.e. school), the quality and functionality of the leadership of the organisation and workplace culture; b) curriculum demands (i.e. CAPS); c) lack of resources; d) specific learner characteristics; and e) the level of parental support.

Demerouti and Bakker (2011), explain that job demands comprise of the physical, psychological, social or organisational aspects of a job. These demands are associated with certain physiological and psychological costs which result in physical, mental or psychological effort from employees. The environmental factors which contributed to the experience of illegitimate tasks, such as organisational structure and functioning (e.g. allocation of duties, leadership and workplace culture), curriculum demands and a lack of physical resources within the organisation, could therefore be regarded as organisational based job demands. Specific learner characteristics and the level of parental support could furthermore be regarded as social job demands within the teaching profession.

The psychological factors which contributed to the teachers' experience of illegitimate tasks included: a) the inability to voice an opinion regarding the experience of illegitimate tasks; b) beliefs; c) personality characteristics of participants; and d) a perception of an obligation to execute tasks. These psychological factors which contributed to the experience of illegitimate tasks could be regarded as psychological job demands experienced by participating teachers (Demerouti & Bakker, 2011).

5.2.3 The emotional, psychological, physical and behavioural outcomes of illegitimate tasks

The findings of the study indicated that most of the participating teachers, to a greater or lesser extent, experienced certain outcomes due to their experience of illegitimate tasks. The themes that emerged were identified as emotional and/or psychological, physical and behavioural outcomes of illegitimate tasks.

The emotional and/or psychological outcomes associated with the experience of illegitimate tasks, as expressed by the participating teachers, included two sub-themes. Firstly, teachers experienced negative feelings toward teaching as an occupation, which included: a) decreased job satisfaction; b) withdrawal intentions; c) feeling demotivated

and despondent; and d) a perception of decreased professional efficacy. Secondly, teachers exhibited unfavourable employee states as an outcome of illegitimate tasks, which included: a) negative emotional affect; b) anxiety; c) stress; d) feeling uncomfortable; e) frustration; f) anger; g) decreased self-esteem; and h) feeling despondent.

The physical outcomes associated with illegitimate tasks, as expressed by some of the participating teachers, included: a) physical illness; b) exhaustion; c) fatigue; and d) insomnia.

The behavioural outcomes of illegitimate tasks included sub-themes focussing on participating teachers' behavioural outcomes at home and behavioural outcomes at work. The outcomes of illegitimate tasks seem to have a greater effect on the behaviours of teachers at home, as opposed to behavioural outcomes at work. The behavioural outcomes of illegitimate tasks at home included the following: a) neglecting of duties; b) negative impact on interpersonal relationships; c) impatience; d) alcohol use; and e) demotivation. The behavioural outcomes of illegitimate tasks at work comprised of: a) negative impact on interpersonal relationships; b) negative behaviour towards learners; and c) emotional overload.

The abovementioned findings support authors who argue that the experience of illegitimate tasks can lead to certain outcomes which could negatively affect employees.

Firstly, Eatough et al. (2016), provided evidence that illegitimate tasks explained variance in employee health and behaviour, for example, decreased employee self-esteem, decreased job satisfaction, increased anger and depressive moods. These findings correlate with the findings of this study, which found that teachers experienced decreased self-esteem, decreased job satisfaction, increased anger and various other unfavourable employee states. Furthermore, in accordance with the findings of Sonnentag and Lischetzke (2018), the illegitimate tasks experienced by participants in this study were found to be related to various unfavourable employee states (e.g. high negative affect and low self-esteem), and a detachment from work.

Secondly, the findings indicate that the illegitimate tasks experienced by participating teachers can be regarded a task-level stressor within the framework of the SOS theory. Job stressors have the capacity to affect employee strain, ill-health and well-being, as

illustrated in the findings of the study. It could be argued that illegitimate tasks, within the parameters of the SOS theory, threatens the occupational identity of the participating teachers of the study. In short, the SOS theory explains that occupational roles contribute to employees' self-views. Illegitimate tasks can be regarded as a stress causing disrespect (i.e. SAD) of employees' roles, which leads to a threat of their self-view and, in turn, their professional and occupational identity (Semmer et al., 2007; Semmer et al., 2015). This is evident in the findings of the study, which illustrates participating teachers' perceptions of decreased professional efficacy and decreased self-esteem due to their experience of illegitimate tasks at work.

Janik and Rothman (2015), found that a poor work-role fit directly affected teachers' intentions to leave the teaching profession. It can be argued that illegitimate tasks caused perceptions of a poor work-role fit for some of the participating teachers of this study. This, in turn, increased their withdrawal intentions towards their occupation, as illustrated in the beforementioned emotional and/or psychological outcomes. Additionally, Apostel et al. (2018), indicated a relationship between illegitimate tasks and turnover intention. These findings correlate with the findings of this study, in that teachers expressed withdrawal intentions due to their experience of illegitimate tasks.

Thirdly, the findings of the study correlate with the findings of Semmer et al. (2015), who found illegitimate tasks to be a source of work stress and a hindrance job stressor. The illegitimate tasks experienced by participating teachers were regarded as stressful demands which resulted in stressful states for some of the participating teachers in the study.

Teachers' experience of occupational stress also correlates with the results of Milner and Khosa (2008), who found that the sources of stress, as measured by the Job Stress Survey, included: disagreeable duties, inadequate staff support, doing tasks not in job description, excessive paperwork, and insufficient personal time. The findings of the current study indicate that teachers experienced stressful states (e.g. stress and anxiety) due to illegitimate tasks, including unnecessary or unreasonable duties, excessive paperwork and insufficient time.

Peltzer et al. (2009), reported that the high stress levels of South African teachers were due to sources of job stress, including: time pressures, the educational system,

administrative duties, professional distress and pupil misbehaviour. The participating teachers experienced time-pressures, pressures from the educational system (i.e. CAPS), administrative duties, professional distress and diverse learner characteristics due to illegitimate tasks. Furthermore, Peltzer et al. (2009) found that job stress and a lack of job satisfaction resulted in stress-related illnesses for teachers. The physical outcomes of illegitimate tasks, as experienced by teachers in this study, were explained to be based on the stress placed on them due to the experience of illegitimate tasks.

In contrast to previous studies, the findings of the study provided additional insights into the outcomes of illegitimate tasks. Firstly, the study uncovered that participating teachers experienced emotional and/or psychological outcomes, namely: feeling demotivated and despondent in their occupation; and unfavourable employee states such as negative emotional affect, feeling uncomfortable, and experiencing frustration. Secondly, participating teachers experienced physical outcomes due to illegitimate tasks, namely: exhaustion, fatigue and insomnia. Finally, the findings illustrated various negative behavioural outcomes at home and at work due to the experience of illegitimate tasks.

Some of the abovementioned findings correlate with the defining factors of job burnout, as provided by Hakanen et al. (2006), namely exhaustion, cynicism and reduced professional efficacy. The findings illustrated that teachers experienced high levels of exhaustion, feelings of demotivation and despondence towards their work and perceptions of decreased professional efficacy. It could therefore be argued that the outcomes of illegitimate tasks, as experienced by participants of the study, correlate with the defining factors of job burnout.

Based on the extensive outcomes of illegitimate tasks on participating teachers of the study, one could deduct that illegitimate tasks, as a high-level hindrance job demand, activated the health impairment process of the participating teachers (Demerouti & Bakker, 2011; Saks & Gruman, 2014). This resulted in the exhaustion of teachers' physical and mental resources, which resulted in negative feelings towards the teaching occupation, unfavourable employee states, health problems and negative behavioural outcomes, which could be associated with job burnout and disengagement.

5.2.4 The time-consuming nature of illegitimate tasks

The findings indicated that illegitimate tasks were perceived to be time-consuming in nature. Similar findings could not be allocated in literature. The time-consuming nature of illegitimate tasks were illustrated in terms of various duties which formed part of teachers' workload. These duties included: a) administrative duties; b) remedial teaching duties; c) duties regarding learner discipline; d) various financial duties; e) fundraising duties; f) managerial duties; and g) various sport coaching duties. The teachers generally expressed negative perceptions regarding the amount of time it took to execute some of the perceived illegitimate tasks. They also indicated that some of the illegitimate tasks which they had to perform as part of their workload took them away from, what they regard as, more important teaching duties or activities, such as planning, interaction with learners, etc.

As mentioned previously, Peltzer et al. (2009), reported that the high stress levels of South African teachers were due to sources of job stress, one of which focussed on time pressures. Saks and Gruman (2014), explain that common types of job demands include work overload, role conflict and time pressure. The time-consuming nature of illegitimate tasks could therefore be regarded as a job demand placed on teachers. Teachers, in general, experience high levels of time pressures in their occupation. It could be argued that the time-consuming nature of illegitimate tasks places additional demands and job stress on them.

5.2.5 Mechanisms providing potential buffers to the effects of illegitimate tasks

In contrast to other studies, the findings of the study shed light on the mechanisms which provided buffers to the potential negative effects of illegitimate tasks in the teaching profession. Some of the teachers explained that, although they have to sometimes execute what they regard as illegitimate tasks, they did draw on the aid of various mechanisms to assist them in coping with the demands of illegitimate tasks. These mechanisms provided a buffer against the potentially negative effects (i.e. emotional, psychological, physical and behavioural) of illegitimate tasks. These mechanisms consisted of: a) sense of calling and working with children; b) maintaining a work-life balance; c) voicing of opinion; d) certain personality characteristics of teachers; e)

organisational commitment; and f) a perception of illegitimate tasks providing a learning experience or developmental opportunity.

These findings do, however, correlate with the main premise of positive psychology. According to Seligman and Steen (2005), positive psychology is regarded as, “a widely used umbrella term for the study of positive emotions, positive character traits, and enabling institutions” (p. 410). The main aim of positive psychology is to generate a balanced and complete scientific understanding of human experiences. It is based on the belief that the complete science and practice of psychology has to include a comprehensive understanding of the concepts of suffering and happiness. The interaction between suffering and happiness, as well as the interventions aimed at relieving suffering and increasing happiness, should therefore be studied and understood simultaneously (Seligman & Steen, 2005). These mechanisms could be regarded as a concept which increase the happiness of teachers. This is based on the notion that they alleviated the negative effects of illegitimate tasks for participating teachers. These mechanisms could furthermore be regarded as job resources or personal resources, which buffer the negative effects of illegitimate tasks (i.e. job demands) for participating teachers.

As mentioned in Chapter 2, job resources, as stated by Demerouti and Bakker (2011) and Saks and Gruman (2014), are functional in reducing the effects of job demands and achieving work goals. They additionally stimulate learning, development and personal growth. They are located on an organisational and social level, or within a job position or the task itself.

Firstly, the perception of illegitimate tasks providing a learning experience or developmental opportunity could be regarded as an organisational level job resource. Some of the participating teachers regarded the experience of illegitimate tasks as a benefit which provided a challenge which, in turn, lead to opportunities for learning, development and personal growth. Secondly, the ability of some teachers to voice their opinion regarding the execution of illegitimate tasks can be regarded as a job resource found within the job position of the teacher. These teachers felt that they have the ability to participate in the decision-making processes regarding which duties they perform, and which duties they are not willing to perform (Demerouti & Bakker, 2011; Saks & Gruman, 2014).

Thirdly, and most prevalently, a sense of calling and working with children can be regarded as a job resource found within the task itself, specifically task significance. The majority of teachers who experienced this mechanism referred to the manner in which their work and duties impact on the lives of the learners whom they teach. This is in line with the characteristics of task significance, as provided in the Job Characteristics Model (Hackman & Oldham, 1976; Fouché et al. 2017). According to theory, task significance refers to the degree to which a job has an impact on the lives and work of other people. Furthermore, it has the potential to have a positive effect on a critical psychological state of employees, namely the experience of meaningfulness of the work. It should be noted that, in contrast to existing literature, the findings of the study did not include the core job dimensions of skill variety and tasks identity as activators of experienced meaningfulness in the work of teachers, as provided in the JCM.

Additionally, the findings of Fouché et al. (2017), explain that a sense of calling provides teachers with a deep-rooted perception that their work contributes to making the world a better place, which adds meaningfulness to their lives and work. The findings of this study correlate with this notion. The participating teachers who did perceive a sense of calling in their work, experienced meaningfulness in their work as teachers and these perceptions aided in reducing the negative effects of illegitimate tasks.

Some of the mechanisms which buffered the negative effects of illegitimate tasks (i.e. job demands) for participating teachers, can be regarded as personal resources. Personal resources are regarded as aspects of the individual which are linked to resiliency. It also refers to an individual's perception of their ability to control their environment successfully. It includes individual differences which are malleable and open to change (Saks & Gruman, 2014).

Firstly, some teachers expressed their ability to maintain a work-life balance, which acted as a buffering mechanism to the effects of illegitimate tasks. Work-life balance is conceptualised by Haar, Russo, Sune and Ollier-Malaterre (2014), as "an individual's perceptions of how well his or her life roles are balanced" (p. 362). Work-life balance could therefore be regarded as individuals' subjective gauging of the balance between work and other areas of their lives. It is a holistic concept, which is regarded as unique for each person, depending on their life values, priorities and goals. The participating teachers

who experienced a work-life balance explained that, although they find the experience of illegitimate tasks challenging and taxing, they manage to cope due to their ability to 'recharge their batteries' at home. This is achieved by maintaining a sound work-life balance. Maintaining a work-life balance therefore increased their resiliency to the effects of illegitimate tasks and allowed these teachers to control and impact their environment successfully (Saks & Gruman, 2014).

Secondly, individual differences, specifically the personality characteristics of some teachers, provided mechanisms which buffered the effects of illegitimate tasks. These personality characteristics included: sound leadership qualities, resiliency, positive orientations (i.e. optimism) and perseverance. The participating teachers drew on these personal resources, which aided them to be resilient towards the effects of illegitimate tasks (Saks & Gruman, 2014).

Thirdly, teachers' ability to voice an opinion regarding task execution, as mentioned previously, can also be regarded as a personal resource. Voicing of opinion is based on individual differences, is linked to resiliency, and speaks to teachers' perceptions of their ability to control their environment successfully (Saks & Gruman, 2014). Some teachers expressed their ability to voice their opinion regarding the execution, or refusal to execute, illegitimate tasks. This ability acted as a mechanism which buffered the negative effects of illegitimate tasks. On the contrary, teachers who expressed their inability to voice their opinion (as provided in the psychological factors contributing to the experience of illegitimate tasks), perceived an amplified experience of the negative effects of illegitimate tasks.

The final mechanism which provided a buffer against the effects of illegitimate tasks was participating teachers' expressions of organisational commitment towards their schools (Lumley, Coetzee, Tladinyane, & Ferreira, 2011; Geldenhuys et al., 2014). Lumley et al. (2011), explains that organisational commitment can be regarded as an attitude, or mindset, which individuals have towards an organisation. These authors explain that the more favourable an employees' attitudes and mindsets are towards an organisation, the greater the acceptance of organisational goals and willingness to exert more effort on behalf of the organisation by such an employee. The findings of the study indicated that some teachers expressed their passion, commitment, dedication and workplace

camaraderie for their schools. The organisational commitment experienced by participating teachers provided resiliency to their perceptions of illegitimate tasks. It could therefore be considered as a personal resource which teachers drew upon to buffer the negative effects of illegitimate tasks.

The abovementioned findings shed light on the important role that job resources and personal resources play in buffering the harmful effects of job demands (Demerouti & Bakker, 2011; Saks & Gruman, 2014). The findings illustrate that the job resources (i.e. sense of calling, task significance, voicing of opinion and learning and developmental opportunities) and the personal resources (i.e. work-life balance, personality characteristics, voicing of opinion and organisational commitment) experienced by participating teachers provided a helpful buffer against the potential negative effects of illegitimate tasks (i.e. job demand).

It could therefore be argued that these mechanisms resulted in higher levels of employee engagement amongst teachers. Demerouti and Bakker (2011), states that employees are likely to utilise job resources in an attempt to reduce the amount and impact of high job demands and its associated stress, which results in higher levels of employee engagement. It is possible that the teachers who drew on these mechanisms exhibited high levels of mental resilience and were able to remain resolute in times of task difficulty, or illegitimacy. This points to vigour, which is regarded as one of the components of employee engagement. Dedication, which is a second component of employee engagement, is characterised by a strong emotional and psychological involvement with work where employees experience passion and pride in their work (Geldenhuijs et al., 2014; Saks & Gruman, 2014). Teachers who drew on the mechanisms relating to a sense of calling and organisational commitment could be regarded as dedicated to their work. The experience of a sense of calling due to task significance additionally aided in the experience of meaningful work for participating teachers.

5.3 Practical Implications of the Study

Chapter 1 illustrated that South Africa faces many challenges regarding the quality of the current education system. Research is therefore required to inform the development and implementation of interventions aimed at the improvement of the general standard of education offered in many public schools (Spaull, 2013). As mentioned, research has

shown that teachers are important role players which impact this standard (Schleicher, 2011). In consideration of this, the study explored the work experiences of primary school teachers in South Africa.

The findings of the study provided a comprehensive understanding of the nature of illegitimate tasks, as experienced by primary school teachers in the South African context. The participating teachers, in general, experienced an array of illegitimate tasks which, firstly, formed part of their workload and, secondly, was considered to be duties which fall outside of the scope of practice for teachers. In contrast to previous findings, the time-consuming nature of illegitimate tasks, which were perceived to reduce time spent on the core duties associated with teaching, emerged strongly.

The findings of the study can assist and empower larger governing bodies (e.g. School Management Teams, School Governing Bodies, Educational Unions and the Western Cape Education Department) and primary school teachers themselves in identifying potential illegitimate tasks which teachers have to perform within their organisations. A greater understanding can be created with regards to the scope and perception of these tasks. Relevant interventions can then be developed and implemented to reduce the experience of illegitimate tasks amongst primary school teachers. Additionally, teachers may then be able to spend more time on their core duties, especially teaching.

The environmental and psychological factors contributing to the experience of illegitimate tasks amongst primary school teachers, provided valuable insights into the influences which lead to teachers' perceptions of illegitimate tasks. Environmental factors included elements such as organisational structure, curriculum demands and the availability of resources. Psychological factors included aspects such as teacher's inability to voice their opinion, beliefs held by teachers and an obligation to execute certain tasks. By addressing the contributors of illegitimate tasks, through interventions, larger governing bodies and primary school teachers may potentially be able to reduce the experience of illegitimate tasks within their organisations (i.e. schools).

The emotional and/or psychological, physical and behavioural outcomes of illegitimate tasks provided insights into the potential negative effects of illegitimate tasks on teachers, e.g. negative feelings towards the teaching profession, unfavourable employee states, physical illness, exhaustion, negative behaviours at home and negative behaviours at

work. Larger governing bodies and primary school teachers can use the information to identify negative employee and individual outcomes which might be related to the experience of illegitimate tasks. Different interventions can be designed to identify which emotional, psychological, physical and/or behavioural outcomes teachers are experiencing as a result of perceiving tasks as illegitimate. Thereafter, interventions could aim to reduce the experience of illegitimate tasks amongst teachers and provide the necessary recovery to teachers who have already been affected negatively by illegitimate tasks. Examples of such interventions could include, coaching, mentoring and wellness programmes.

A theme that emerged from this study, which proved to be different from previous research, was the mechanisms which acted as buffers to the effects of illegitimate tasks. Exploring these mechanisms can provide insights into valuable job resources and personal resources, which teachers can use to reduce the negative effects of illegitimate tasks. These findings, which are in line with the basic principles of positive psychology, could guide interventions aimed at increasing teachers' resiliency, happiness and well-being in their profession.

5.4 Limitations of the Study

The sample size of the study (N=10) suggests that the findings of the study cannot be generalised to a larger population. The study was conducted with participating teachers from selected primary schools in the Cape Town Metro Central Education District of the Western Cape Education Department. Although it would have been valuable to conduct the study amongst primary school teachers from other education districts in the Western Cape (i.e. Metro East, Metro North, Metro South, Eden and Central Karoo, Cape Winelands, Overberg, and West Coast), and in other provinces in South Africa (i.e. Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, and North West) and their associated education districts, the researcher recognised that this was not feasible due to time and financial constraints. The findings of the study may, however, have relevance in similar contexts, which should be gauged by the reader.

Furthermore, the study was conducted solely amongst primary school teachers. Although primary school teachers lay the foundation for subsequent teaching and learning, the

researcher recognises the importance of all teachers in South Africa (i.e. primary school teachers, and secondary school teachers). To address this limitation, it is recommended that the study could be replicated amongst secondary school teachers in South Africa.

Due to the qualitative nature of the study, the findings were subject to the researcher's interpretation of the data, which is an inherent part of the thematic data analysis process. Several measures were, however, adopted to ensure the quality of the research findings (e.g. selection criteria, awareness of researcher bias and the method of triangulation). The researcher recognises the importance of explanatory, quantitative studies and is confident that the findings obtained by the study will lay the foundation for quantitative studies regarding this emerging research area, which could potentially be explanatory and confirming in nature. This will allow for the formulation of structural models based on the findings obtained by the study.

5.5 Recommendations

The following recommendations are based on the findings of the study. These recommendations focus on possible future research initiatives and possible interventions which could aim to reduce the experience and impact of illegitimate tasks amongst primary school teachers.

In terms of future research initiatives, it is firstly recommended that the study be duplicated amongst primary and secondary school teachers from other education districts in the Western Cape (i.e. Metro East, Metro North, Metro South, Eden and Central Karoo, Cape Winelands, Overberg, and West Coast), and in other provinces in South Africa (i.e. Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, and North West) and their associated education districts. This could aid in expanding the understanding of illegitimate tasks experienced by public school teachers nationally.

Secondly, it is recommended that future research empirically validate the relationships between illegitimate tasks as a job demand, the outcomes of illegitimate tasks (i.e. emotional, psychological, physical and behavioural), the associated job resources and personal resources which provide a buffer against the effects of illegitimate tasks and the relationship that these variables have with employee engagement and burnout. This can be achieved by means of quantitative explanatory studies, which could provide valuable

structural models, specifically focussing on the experience of illegitimate tasks in the educational system of South Africa.

Finally, it is recommended that future research studies focus on possible interventions aimed at addressing challenges with illegitimate tasks amongst public school teachers in South Africa. Conducting intervention studies can aid in the understanding of how the illegitimate tasks that public-school teachers are expected to perform, and the negative impact thereof, can be reduced or eliminated.

The following recommendations regarding possible interventions are intended to empower larger governing bodies (e.g. Western Cape Department of Education, Educational Unions, School Governing Bodies, and School Management Teams), public-school teachers and other stakeholders to the educational system to address the challenges associated with illegitimate tasks amongst primary school teachers in South Africa.

Firstly, it is recommended that larger governing bodies and primary school teachers identify potential illegitimate tasks within their organisations. This can be accomplished by examining the job descriptions and various work tasks of teachers. The identification of illegitimate tasks can lead to the development of relevant interventions which can be implemented to reduce the experience of illegitimate tasks amongst primary school teachers. Interventions could include: the refinement of teachers' work tasks and duties; creating open lines of communication regarding duties which teachers are expected to perform; involving teachers in the decision-making process of task assignments; the reduction of role conflict and role overload; and the reduction, outsourcing or elimination of certain tasks and duties associated with duties which fall out of scope of practice for teachers (e.g. technical sport duties, fundraising duties and financial duties).

Secondly, interventions aimed at addressing the environmental and psychological factors which contribute to the experience of illegitimate tasks should focus on the review of the structural and functioning aspects of schools, such as the allocation of duties, the quality and functionality of the leadership and workplace culture. Furthermore, interventions should aim to reduce constraints placed on teachers regarding certain curriculum demands and a lack of resources. Additionally, teachers could receive training and support from higher management and governing bodies to help them cope with the

diverse demands associated with different learner characteristics and the different levels of parental support.

Thirdly, interventions focusing on the emotional, psychological, physical and/or behavioural outcomes of illegitimate tasks should entail the identification of these outcomes due to the experience of illegitimate tasks. Thereafter, interventions should be aimed at reducing the experience of illegitimate tasks for teachers. The associated institutions could, furthermore, provide programmes and initiatives, for example employee wellness programmes (Sieberhagen, Pienaar, & Els, 2011), which could aim to counter the negative effects of illegitimate tasks and provide the needed recovery for teachers from the experience of illegitimate tasks.

Finally, it is recommended that a strong emphasis be placed on interventions focussing on the mechanisms which could potentially buffer the effects of illegitimate tasks. These interventions could potentially increase teachers' levels of resiliency, happiness and well-being. This can be achieved by developing and amplifying the mechanisms which could serve as buffers against the negative effects of illegitimate tasks. Possible interventions could focus on, for example: developing teachers' sense of calling (Fouché et al., 2017); exhibiting an appreciation for the value added by teachers' work inputs; increasing teachers' levels of organisational commitment (Lumley, Coetzee, Tladinyane, & Ferreira, 2011; Geldenhuys et al., 2014); providing guidance on maintaining a work-life balance (Haar et al., 2014); and creating a working environment where teachers are free to voice their opinions regarding tasks execution.

5.6 Concluding Remarks

The findings of the study clearly identified the very real experience of illegitimate tasks by primary school teachers in the South African context. It shed light on the factors which contributed to the experience of illegitimate tasks, as well as the outcomes thereof. It additionally provided valuable insights into the time-consuming nature of illegitimate tasks and the mechanisms which could serve as buffers to the effects of illegitimate tasks amongst primary school teachers.

In order to address this issue, certain recommendations were made which are intended to inform larger governing bodies (e.g. Department of Education, Educational Unions, School Governing Bodies and School Management Teams), teachers and any other

stakeholders in the education system (e.g. parents and guardians) of the existence and experience of illegitimate tasks amongst teachers in the South African educational system. Additionally, further recommendations suggested that the outcomes of illegitimate tasks should be reduced, with emphasis placed on the mechanisms which could potentially buffer the negative effects of illegitimate tasks, as provided in the study.

When reflecting on the findings of the study, it is important to keep in mind that teachers play a pivotal role in the success of the educational system. When asked to reflect on the most important duty of a teacher, participants provided the following insights:

“...to manage the children in a way that encourages learning, and not...worrying about the other things at the school...and making sure that whatever you teach, you do it right...” (Extract 5.6.1)

“...to engage with the learners...so whatever your day entails, it’s the contact time with the children, that is the most important...” (Extract 5.6.2)

“... to teach, that’s what we are supposed to do, to teach...” (Extract 5.6.3)

These statements acknowledge the fact that teachers regard teaching and interaction with their learners as their most important duty. The illegitimate tasks which teachers have to perform on a daily basis puts a strain on their abilities to perform their most important duty, i.e. to teach. Therefore, addressing teachers’ experience of illegitimate tasks, the contributing factors and its associated outcomes, could potentially improve the work experiences of teachers, increase teacher motivation and engagement, positively impact teacher performance and amplify teacher professionalism. This, in turn, could positively impact the standard of basic education across the country.

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

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APPENDIX A: WESTERN CAPE EDUCATIONAL DEPARTMENT: LETTER CONFIRMING APPROVAL TO CONDUCT RESEARCH



Directorate: Research

Audrey.wynngaard@westerncape.gov.za
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Fax: 0865902282
Private Bag x9114, Cape Town, 8000
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REFERENCE: 20190403-3333

ENQUIRIES: Dr A T Wyngaard

Dear Ms Zahn Grobbelaar

RESEARCH PROPOSAL: A QUALITATIVE INVESTIGATION OF PRIMARY SCHOOL TEACHERS AND THEIR EXPERIENCE OF ILLEGITIMATE TASKS IN CAPE TOWN CENTRAL EDUCATIONAL DISTRICT

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **02 April 2019 till 27 September 2019.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 04 April 2019

APPENDIX B: STELLENBOSCH UNIVERSITY RESEARCH ETHICS COMMITTEE: HUMAN RESEARCH (*HUMANITIES*) APPROVAL LETTER



NOTICE OF APPROVAL

REC: Social, Behavioural and Education Research (SBER) - Initial Application Form

2 July 2019

Project number: 9426

Project Title: A qualitative investigation of primary school teachers and their experience of illegitimate tasks in the Cape Town Central Educational District

Dear Ms Zahn Grobbelaar

Your REC: Social, Behavioural and Education Research (SBER) - Initial Application Form submitted on 24 May 2019 was reviewed and approved by the REC: Humanities.

Please note the following for your approved submission:

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
2 July 2019	1 July 2022

GENERAL COMMENTS:

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number (9426) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

Included Documents:

Document Type	File Name	Date	Version
Request for permission	Institutional WCED consent form	15/03/2019	1
Request for permission	WCED Research approval letter	29/04/2019	1
Request for permission	Revised Principal_informed consent form	29/04/2019	2
Research Protocol/Proposal	Zahn Grobbelaar_Research Proposal 29 April 19	29/04/2019	2
Budget	Research Budget	29/04/2019	1
Proof of permission	WCED Research approval letter	29/04/2019	1
Informed Consent Form	Revised Principal_School informed consent form	29/04/2019	2

Proof of permission	████████ Primary School	10/05/2019	1
Proof of permission	████████ Primary School	10/05/2019	1
Proof of permission	████████ Primary School	10/05/2019	1
Proof of permission	████████ Primary School	10/05/2019	1
Default	Short CV	15/05/2019	1
Informed Consent Form	Revised Participant informed consent form 23 05 2019	23/05/2019	3
Data collection tool	Revised Interview questions 23 05 2019	23/05/2019	2

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.
The Research Ethics Committee: Humanities complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.

APPENDIX C: INTERVIEW GUIDE

Biographic Information:

1. Pseudonym
2. Age
3. Gender
4. Highest level of education (Bachelor's degree, Post-graduate Diploma, other)
5. Job title
6. Tenure (years and months)
7. Subjects taught
8. Grades taught

General Questions:

1. Are you aware of the Department of Basic Education's official framework of job descriptions for teachers?
2. What do you view as the most important duty of a teacher?

Work tasks experienced:

1. Please list/name the duties/tasks that you have to perform on a daily, weekly or monthly basis in terms of the following areas/facets of the school:

classroom	playground	sport
culture	meetings	training
administration	parents	transportation
travel	after hours	entertainment
fundraising	maintenance	counselling
decorating	catering	medical support/first aid
health and safety	aftercare	supervision
leave (preparation and supervision)	curricular/academic	other

2.1 Do you have work tasks to take care of which you already mentioned or cross your mind now which kept you wondering if:

- a) they have to be done at all
- b) they could have been done by someone else?
- c) they would not be done at all if re-organisation of work would take place?
- d) they could be done with less effort if the re-organisation of work would take place?
- e) they just exist because of a special orientation towards certain people?

Additional question:

Do situations at work exist which triggers thoughts like “This is not necessary” or “Why do I have to do this”? What kind of situation or tasks triggers these thoughts?

2.2 Do you have work tasks to take care of which you already mentioned or cross your mind now which you believe:

- a) should be done by someone else?
- b) should not be expected from you, which are reaching too far?
- c) put you into an awkward position?
- d) are not tasks you should be bothered with?
- e) are not fair that you have to deal with them?

Contributors to the perception of illegitimate tasks

3.1 Which environmental factors contribute to your experience of the abovementioned tasks?

3.2 Which psychological factors (or feelings) contribute to your experience of the abovementioned tasks?

3.3 What outcomes do these tasks have on you emotionally/psychologically?

3.4 What outcomes do these tasks have on your behaviours at work/home?

APPENDIX D: TRANSCRIBED INTERVIEW REPORT (EXCERPT)

Interviewer: Right (reads question) do you have work tasks to take care of which you already mentioned or cross your mind now which you feel they would not have to be done at all if the re-organisation of work would take place

Educator 4: (deep breath)...um... I think (pause) I think I've covered a bit of this in that by re-organising what we teaching we are focussing in more on the quality than the quantity so ja I think it's just to cut back on the amount of uh content that has to be covered when I know that the Department has to come and say... 'Well why aren't you teaching this and why aren't you teaching that'... as long as we can justify and we can show that the kids are not suffering because of that ja I would say that one definitely um leaving out bits of work yes

Interviewer: Okay where the command comes from the Department

Educator 4: Yes ja

Interviewer: because it's you know CAPS

Educator 4: Ja ja

Interviewer: And then there is an easier way to do this

Educator 4: Yes no there is definitely

Interviewer: Yes, a more functional way

Educator 4: Cause our thing is at the end of the day you're still accomplishing or the kids are still learning what they need to be taught and what needs to be covered is just been taught differently

Interviewer: Absolutely...um...number d (reads question) do you have work tasks to take care of which you already mentioned or cross your mind now which you feel could be done with less effort if the re-organisation of work would take place

Educator 4: You know marking is so important but marking takes up so much of your teaching time and if you I mean got the children maybe to mark or you chose which topics needed to get marked you know not everything gets marked I think that could definitely could help in other areas so you could um you won't spend so much of your time marking and you could put more effort into making your lessons more exciting ja um I would say the marking side especially in

APPENDIX E: INITIAL CODING TABLE (EXCERPT)

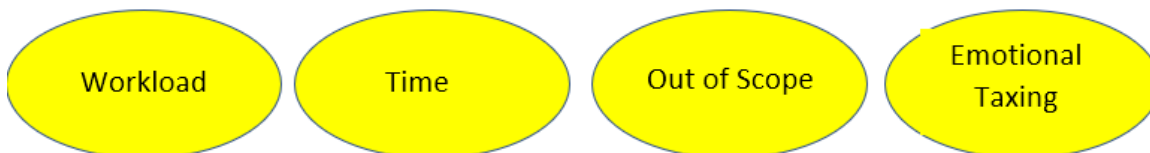
Unnecessary		Unreasonable	
Exists because of special orientation towards other people	<ul style="list-style-type: none"> - coaching sport - attending meetings - maintenance - doing extra work due to high work ethic, fixing other's mistakes - afterhours sporting events - head of a subject: extra administration, organisation and afterhours - fundraising 	Not fair that the employee has to deal with them	<ul style="list-style-type: none"> - administration: follow up on discipline issues (learners), follow up on financial matters - fundraising: orders and distribution of products - staff issues - discipline of colleagues/mediate between level 1 and management - dealing with interpersonal issues between colleagues (x2) - discipline of learners (management responsibility) - manage what learners do on cell phones - dealing with learner discipline issues which happen at home
Situations at work which is not necessary or "Why do I have to do this?"	<ul style="list-style-type: none"> - uncooperative parental situations - micro-management of colleagues - certain meetings - maintenance of school building and 		

Physical outcomes of illegitimate tasks	<ul style="list-style-type: none"> - insomnia - fatigue/energy loss - Voice/croaky - physically draining - illness: hernia and asthma - drained (x2) (<i>"very very draining"</i>) - crying - tension headaches
Behavioural outcomes of illegitimate tasks at home or work	<ul style="list-style-type: none"> - neglect of home duties - Spill-over to relationships at home (x4) - Strictness towards learners at work - impatient with learners - De-flated and demotivated - <i>I would have no patience left at home</i> - despondence - homelife neglected - unbalanced work/life interface - emotional baggage at home - take frustration out on colleagues - have a terrible/negative attitude towards tasks forced to do - crying at school and home

APPENDIX F: CLUSTERS OF DATA DERIVED FROM INITIAL CODING TABLE (EXCERPT)

Code Generating

Unnecessary Tasks							
Management	Teaching extra	Sport coaching	Finance	Fundraising	Administration	Discipline	Emotional support (Counselling)
	<ul style="list-style-type: none"> - marking - remedial work - keep learners busy (entertainment) - interventions (learner repeat) - meetings/workshops 				<ul style="list-style-type: none"> - photocopying - IQMS - interventions 		



Unreasonable Tasks									
Management	Teaching extra	Sport coaching	Finance	Fundraising	Administration	Discipline	Charity	Emotional support (Counselling)	ADDITIONAL
									<ul style="list-style-type: none"> - learner support: illness - personal safety - emotional support - discipline: abuse/violence

Environmental factors contributing to experience of Illegitimate tasks							
Organisational structure	Allocation of roles	Curriculum Demands	Lack of resources	Leadership	Workplace Culture	Learner characteristics	Parental involvement

Psychological factors contributing to the experience of Illegitimate tasks				
Inability to voice opinion	Beliefs	Personality characteristics	Fitting in to established organisational structure	Obligation to execute tasks

Emotional and/or psychological outcomes of Illegitimate tasks													
Anxiety	Decreased job satisfaction	Stress	Feeling uncomfortable	Frustration	Anger	Emotional exhaustion	Feelings of insecurity and self-doubt	Withdrawal intentions	Lowered self-esteem	Feeling demotivated and despondent	Negative emotional affect	Disbelief	Decrease in professional identity

Physical outcomes of Illegitimate tasks					
Physical symptoms	Exhaustion	Loss of appetite	Insomnia	Fatigue	Use of medication

Behavioural outcomes of Illegitimate tasks						
Neglect duties	Interpersonal relationships	Impatience	Drinking	Demotivated and despondent	Unbalanced work/life interface	Emotional overload (crying)

APPENDIX G: INITIAL THEME AND SUB-THEME GENERATION (EXCERPT)

Theme Generating

Unnecessary Tasks		
Workload		Out of Scope of Practice
Discipline	Administration	Emotional support
Sport coaching	- photocopying - IQMS - Interventions - Finance	Fundraising
Managerial duties		Maintenance
Teaching extra		Decorating
- marking		
- remedial		
- keeping learners busy		
- interventions		
- meetings/workshops		

Time

Unreasonable Tasks			
Workload		Out of Scope of Practice	Emotional Taxing
Discipline	Administration	Fundraising	Learner support: illness
Sport coaching	- Finance	Emotional support	Personal safety
Managerial duties		Charity	Emotional support
Teaching extra			Discipline: abuse/violence

Environmental factors contributing to experience of Illegitimate tasks				
Organisational Structure	Curriculum demands	Lack of resources	Learner characteristics	Parental involvement
Allocation of roles				
Leadership				
Workplace culture				

Psychological factors contributing to the experience of Illegitimate tasks				
Inability to voice opinion	Beliefs	Personality characteristics	Fitting in to established organisational structure	Obligation to execute tasks

Emotional and/or psychological outcomes of Illegitimate tasks	
Feelings towards Occupation	Unfavourable Employee States
Decreased job satisfaction	Negative emotional affect
Withdrawal intentions	Anxiety
Feeling de-motivated and despondent	Stress
Decrease in professional identity	Feeling uncomfortable
	Frustration
	Anger
	Emotional exhaustion
	Lowered self-esteem
	Feeling de-motivated and despondent
	Disbelief